DOCUMENT RESUME

ED 403 746 FL 024 365

AUTHOR	Kemis, Mari; Moran, Kelly Jo Kerry
TITLE	National K-12 Foreign Language Resource Center Evaluation Report.
INSTITUTION	Iowa State Univ. of Science and Technology, Ames. Research Inst. for Studies in Education.
SPONS AGENCY	Department of Education, Washington, DC.
PUB DATE	Sep 96
CONTRACT	P229A30005
NOTE	110p.; For an earlier report, see ED 391 356.
PUB TYPE	Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Childrens Literature; College Faculty; Conferences; *Curriculum Development; Educational Technology; Elementary Secondary Education; *Faculty Development; Federal Programs; French; *Inservice Teacher Education; *Instructional Development; Language Teachers; Methods Courses; Program Descriptions; Program Evaluation; Second Language Instruction; *Second Languages; Spanish; Technological Advancement; Workshops

ABSTRACT

The report describes and evaluates the activities of the National K-12 Foreign Language Resource Center, established at Iowa State University as one of six nationally to support K-12 foreign language education. These activities include: the Teacher Educator Partnership Institute, a professional development program for methods professors in higher education institutions; the Culture and Children's Literature Institute for French and Spanish teachers, teaching effective strategies for development and teaching of thematic culture- and literature-based instructional units; the Curriculum Institute, a summer workshop for foreign language teachers and supervisors; an Assessment guidelines and Strategies Workshop, in which teachers and researchers collaborated to draft assessment strategies that link the national student standards for foreign language learning to sample objectives, instructional activities, and subsequent assessment; the New Technologies Institute, to introduce educators to the benefits for foreign language instruction of newly developed technologies; academic-year goal-setting activities; and ongoing support through communication with institute leaders and participants. Overall, the activities of the second 16 months at the center were found positive and successful, meeting stated goals. The executive summary is included. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 403 746

National K-12 Foreign Language Resource Center

Evaluation Report

Executive Summary

Prepared by
Mari Kemis
Kelli Jo Kerry Moran

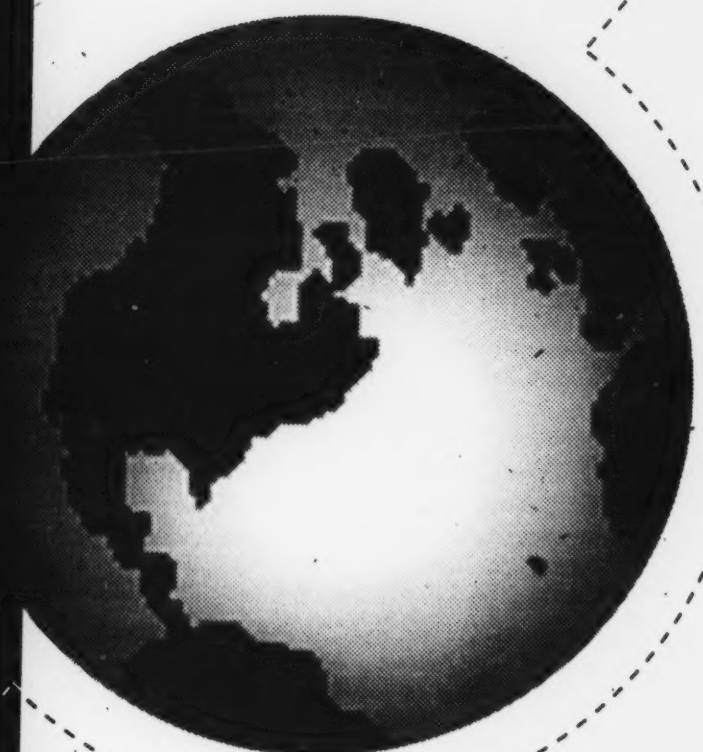
September 1996

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.



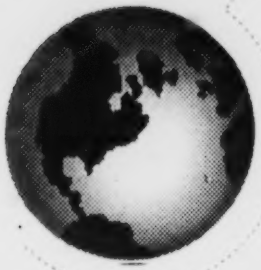
RESEARCH INSTITUTE FOR STUDIES IN EDUCATION

E005 LAGOMARCINO HALL • COLLEGE OF EDUCATION • IOWA STATE UNIVERSITY • AMES, IOWA 50011

Support provided by U.S. Department of Education Title VI-Language Resource Centers grant #P229A30005

FL 024-365

BEST COPY AVAILABLE



National K-12 Foreign Language Resource Center

Evaluation Report Executive Summary

June 1, 1995 to September 30, 1996

The National K-12 Foreign Language Resource Center, one of six centers funded by the U.S. Department of Education, was established at Iowa State University (ISU), Ames, Iowa to support K-12 foreign language education nationally. Initiatives of the Center focus on professional development in three areas: the use of effective teaching strategies, development and interpretation of foreign language performance assessments, and the use of new technologies. These initiatives and related activities during the period June 1, 1995 to September 30, 1996, included four summer institutes conducted at ISU during 1995 and 1996 and one workshop conducted jointly with the Center for Applied Linguistics (CAL), Washington, DC during the fall of 1995.

Center Initiatives and Key Activities

Initiative I: Use of Effective Teaching Strategies
- Teacher Educator Partnership Institute
- Culture and Children's Literature Institute
- Curriculum Institute.

Initiative II: Administration and Interpretation of Foreign Language Performance Assessment
- Assessment Guidelines and Strategies Workshop

Initiative III: Use of New Technologies
- New Technologies Institute

Evaluation of the Center and its activities was conducted by the Research Institute for Studies in Education (RISE) at ISU. The major findings of the evaluation are presented in this executive summary. (The complete report is available from the Center.) Descriptions of each of the institutes and the workshop are followed by a description of goal-setting activities, ongoing Center support, and a summary.

Teacher Educator Partnership Institute

The Teacher Educator Partnership Institute was designed to provide a professional development opportunity in effective teaching strategies for K-12 foreign language teacher educators who serve as methods professors at institutions of higher education. Special consideration was given to providing training and classroom experiences at the K-6 level because most teacher educators do not have direct experience at those levels. A unique feature of the Institute was the demonstration class that provided opportunities for observing foreign language instruction to children. Eighteen teacher educators and 7 teacher practitioners attended the Teacher Educator Partnership Institute. The teacher practitioners had an average of 9 years experience teaching Spanish or French in grades K-6. The teacher educators taught post-secondary Spanish, French, Japanese, Russian, Dutch, and Italian.

In general, participants believed that they had a better understanding of all of the topics following the Institute. Evaluation ratings indicated that the participants held positive opinions about the Institute, citing as useful aspects of the Institute the opportunities to interact with Institute leaders and other participants, the technology training which emphasized the Internet and E-mail, and new ideas that they obtained for their own classrooms.

Many participants said they appreciated seeing the integration of content, language, materials, and culture in a classroom setting in the children's Spanish demonstration class. One participant wrote that the demonstration "showed [the] importance of demonstration for methods teachers."

Culture and Children's Literature Institute

The goal of the Culture and Children's Literature Institute was to provide professional development to K-12 French and Spanish teachers in effective strategies for the development and teaching of thematic curriculum units based on cultural knowledge and children's literature of France or Mexico. A

"I feel privileged to have been a participant...and value continued participation."

"This experience was one of the most valuable of my entire teaching career."

key component was the establishment of teacher partnerships for continued collaboration after the institute was over. Participants included 39 teacher practitioners, who had an average of 13 years experience teaching French and/or Spanish.

Participants showed significant improvements in understanding the topics covered by the Culture and Children's Literature Institute. They found especially useful the sessions addressing reading and writing, history, contemporary culture, storytelling, children's literature, E-mail, the World Wide Web, curriculum development, and music. Also, they appreciated the wealth of materials provided and the opportunities to share ideas with other teachers. One teacher commented, "I realize that I can integrate children's literature [in]to practically every aspect of my curriculum."

Curriculum Institute

The goal of the Curriculum Institute was to build on the accomplishments of the first Curriculum Institute in 1994, which included defining curriculum guidelines and exemplary curricular frameworks for the emerging long-sequence foreign language programs (K-12), and to refine that work in order to present it to the profession. Another important goal was to support and extend the curriculum dimensions of the national student standards for foreign language education. Fourteen participants attended the summer workshop of the Curriculum Institute. Participants represented in equal numbers institute facilitators, school level foreign language supervisors, and foreign language teachers. Four participants had taken part in the 1994 Curriculum Institute. Also among the participants were key leaders in the standards movement.

The major outcome of the Curriculum Institute was the development of a framework and plans for documents to guide and support teachers as they develop curriculum based on the national student standards. All agreed that the group "forged a direction" for implementing the standards into K-12 classrooms and that a process had begun to make the theory of the national standards a reality. The participants were in agreement that the Curriculum Institute will have an important positive impact on the foreign language profession and that the work done in the Institute should be shared widely to encourage implementation of the standards. The participants felt that the Institute helped them focus on critical issues and that their work will provide an important service to the profession in regard to the implementation of the standards.

Assessment Guidelines and Strategies Workshop

The Assessment Guidelines and Strategies Workshop, co-sponsored by the Center for Applied Linguistics, was designed to help educators see the connections between the national student standards for foreign language education and assessment practices through a teacher-based research project carried out during the 1995-96 academic year. Teachers and researchers collaborated to draft assessment strategies for classroom scenarios that link the standards with sample objectives, instructional activities, and subsequent assessments.

Participants included 14 school representatives (of which 12 were teachers), 4 assessment researchers, 7 center leaders, and the leader of the task force that developed the standards. Many of the 1995-1996 participants had been involved in the 1994-95 workshop. Participants in the workshop stated that networking with other teachers and learning what they are doing in their programs in the area of assessment helped them gain many ideas and specific plans at the workshop.

Their participation in the Assessment Guidelines and Strategies Workshop had a positive impact on the participants' professional lives, and with the dissemination of the materials they developed, will affect the profession in general. After working together this past academic year, the participants had advice for other teachers who are assessing student learning. They suggested that learners be systematically and appropriately assessed and that rubrics be established at the beginning of the year and be consistently used throughout the school year. Further, they encouraged new teachers to explore alternative assessments and use a wide variety of assessments that would take into account specific student learning styles.

New Technologies Institute

The New Technologies Institute was designed to introduce participants to the benefits of using newly developed technologies in foreign language education. Participants examined recent developments in the application of new technologies to the learning of foreign languages; previewed exemplary foreign language courseware, including multimedia programs; learned to use telecommunications networks to enhance students' reading, writing, and cross-cultural communications skills; developed telenetworking lessons for

[Learning to] apply assessment techniques to the [national] standards helped me to see how to start using these standards as soon as I get back to my classroom. Thanks for a very informative, educational workshop!"

use with existing curricula; gained expertise in the use of electronic mail, forums, and bulletin boards; and continued dialogue with Institute personnel and participants during the academic year via telecommunications. A total of 20 participants attended the New Technologies Institute. They taught Spanish, French, Chinese, German, and Italian, and had a average of 18 years of K-12 teaching experience.

Participants showed significant improvements in topics covered by the New Technologies Institute. They reported that the most useful aspects of the Institute included learning to use E-mail, the Internet, Hyperstudio, and other multimedia software. Many also appreciated the quality of the Institute leaders and were glad to have time provided at the Institute to explore and learn on their own. Participants of the New Technologies Institute changed their teaching by incorporating technology into their lessons and used technology to create materials or access new information. For some, the institute had instilled new confidence in their ability to use technology.

Goal Setting Activities

Participants in the 1995 Teacher Educator Partnership and New Technologies Institutes participated in an academic-year goal-setting activity that was intended to expand the influence of the Institute in their professional lives, as well as those of their students, and to the broader professional community. Participants of the Teacher Partnership Institute developed personal goals for developing new curriculum and program models, assessment, integration of language and technology in the classroom, appreciation for culture, and increasing student participation in foreign language education. Many of their goals focused on advocacy toward the foreign language profession.

Participants of the New Technology Institute developed goals that focused on the advancement of foreign language education and technology, including the increased use of technologies, such as electronic mail, the Internet, and various computer programs, and incorporating computer technology into their classrooms or daily lives.

The teachers reported that they were successful in accomplishing their goals and continue to be advocates to advance foreign language education and technology.

Ongoing Center Support

Overall, most of the participants agreed that communication with institute leaders and other participants throughout the project period was useful and about the right amount. In addition, the majority agreed that the Center has been a valuable source of materials and information. They generally agreed that the skills and information gained and the contacts made at the institutes have been useful to them professionally.

Summary

The activities of the second 16 months at the National K-12 Foreign Language Resource Center were positive and successful. Specific activities included conducting four summer institutes with 98 foreign language educators from across the nation, involving 26 teachers and researchers in a collaborative effort with the Center for Applied Linguistics in researching assessment practices and techniques in foreign language classrooms, continuing post-institute and post-workshop contact with participants through collaborative projects and goal-setting activities, continuing to train and encourage foreign language teachers to use technology in the foreign language classroom, and widely disseminating information to foreign language professionals through publications and presentations. The goals of training teachers in the use of effective teaching strategies, development and interpretation of foreign language performance assessments, and the use of new technologies and were met.

"I can't tell you how confident I feel now compared to when I first came and how excited I am to see how far I can go with my newly learned knowledge."

RISE

RESEARCH INSTITUTE FOR STUDIES IN EDUCATION

E005 LAGOMARCINO HALL • COLLEGE OF EDUCATION • IOWA STATE UNIVERSITY • AMES, IOWA 50011

National K-12 Foreign Language Resource Center

Evaluation Report

Prepared by
Mari Kemis
Kelli Jo Kerry Moran

September 1996

Research Institute for Studies in Education

E005 Lagomarcino Hall • College of Education • Iowa State University • Ames, Iowa 50011

Table of Contents

	page
The Evaluation Plan	1
Results of the Evaluation of Center Activities--June 1, 1995 - September 30, 1996	3
Evaluation of Activities Related to Initiative I: Use of Effective Teaching Strategies	4
Teacher Educator Partnership Institute	6
Culture and Children's Literature Institute	22
Curriculum Institute	30
Evaluation of Activities Related to Initiative II: Administration and Interpretation of Performance Assessment	32
Assessment Guidelines and Strategies Workshop	32
Evaluation of Activities Related to Initiative III: Use of New Technologies	37
New Technologies Institute	37
Evaluation of Center-Based Activities	46
Summary and Discussion	49

Appendix A Evaluation Plan

Appendix B Evaluation Instruments

Support for this report was provided in part by U.S. Department of Education Title VI-Language Resource Centers grant #P229A30005

National K-12 Foreign Language Resource Center
Evaluation Report

June 1, 1995 - September 30, 1996

The National K-12 Foreign Language Resource Center, one of six centers funded by the U.S. Department of Education, was established at Iowa State University (ISU), Ames, Iowa to support K-12 foreign language education nationally. Its purpose is to support training of elementary and secondary school foreign language teachers, particularly in light of the new national standards for foreign language. Initiatives of the Center focus on professional development in three areas: the use of effective teaching strategies, development and interpretation of foreign language performance assessments, and the use of new technologies. In the 16 month period from June 1, 1995 to September 30, 1996, the Center conducted numerous activities, including four institutes during the summers of 1995 and 1996, one workshop conducted jointly with the Center for Applied Linguistics during the fall of 1995, and several Center-based activities. This report presents the results of the evaluations of these activities.

The Evaluation Plan

Evaluation of the National K-12 Foreign Language Resource Center is based on the goals and objectives of the Center and the intended impact of the activities on its target audiences. The focus of the evaluation is on assessing the degree to which the goals are accomplished. The goals and objectives, projects, and organizational structure have been designed to reflect the Center's overall purpose of contributing to the knowledge base, skills, and resources of foreign language teachers in grades kindergarten through twelve (K-12). The evaluation considers the resources, techniques, procedures, and strategies employed to accomplish the goals and objectives. Assessments of the effectiveness and efficiency of the

Center provide information by which accurate judgments can be made about the strengths and weaknesses of operations and of program impact.

The evaluation provides (1) input and feedback from the teachers participating in the Center's activities and (2) an assessment of the status of Center activities. Formative evaluation and summative evaluation are components of the conceptual and operational evaluation framework. The evaluation plan includes both quantitative and qualitative methods to describe Center initiatives and measure participant attitudes and knowledge. Data sources include documents, records, survey instruments, products (e.g., manuals, publications, videotapes), and observations.

Formative evaluation throughout the second 16 months of Center operation has been of immediate use to those involved in administering the Center and carrying out its initiatives. The evaluation report of the first 16 months of Center operation is available from the Center.

Evaluation Plan Development

The plan for evaluating activities of the National K-12 Foreign Language Resource Center was developed by staff at the Research Institute for Studies in Education (RISE) and was approved by the Center's steering committee on May 10, 1994 (Appendix A). The plan outlines a summary of the goals, outcomes, and benefits for each of the three initiatives proposed by the Center and the relationship of formative and summative measures to these goals, outcomes, and benefits. For each initiative, an action plan further describes each activity, a listing of appropriate evaluation measures, who is responsible for conducting the evaluation activities, and an approximate timeline for conducting specific evaluation activities. Three groups, RISE, Center staff, and the Center for Applied Linguistics, agreed to coordinate data collection. The plan includes all activities for the grant period.

The plan for evaluating activities related to the summer Institutes is based on a planning cycle (Figure 1). The planning cycle details the order of evaluation events and their relationship to each other, as well as describing the responsibilities of the Center and evaluators with regard to evaluation activities.

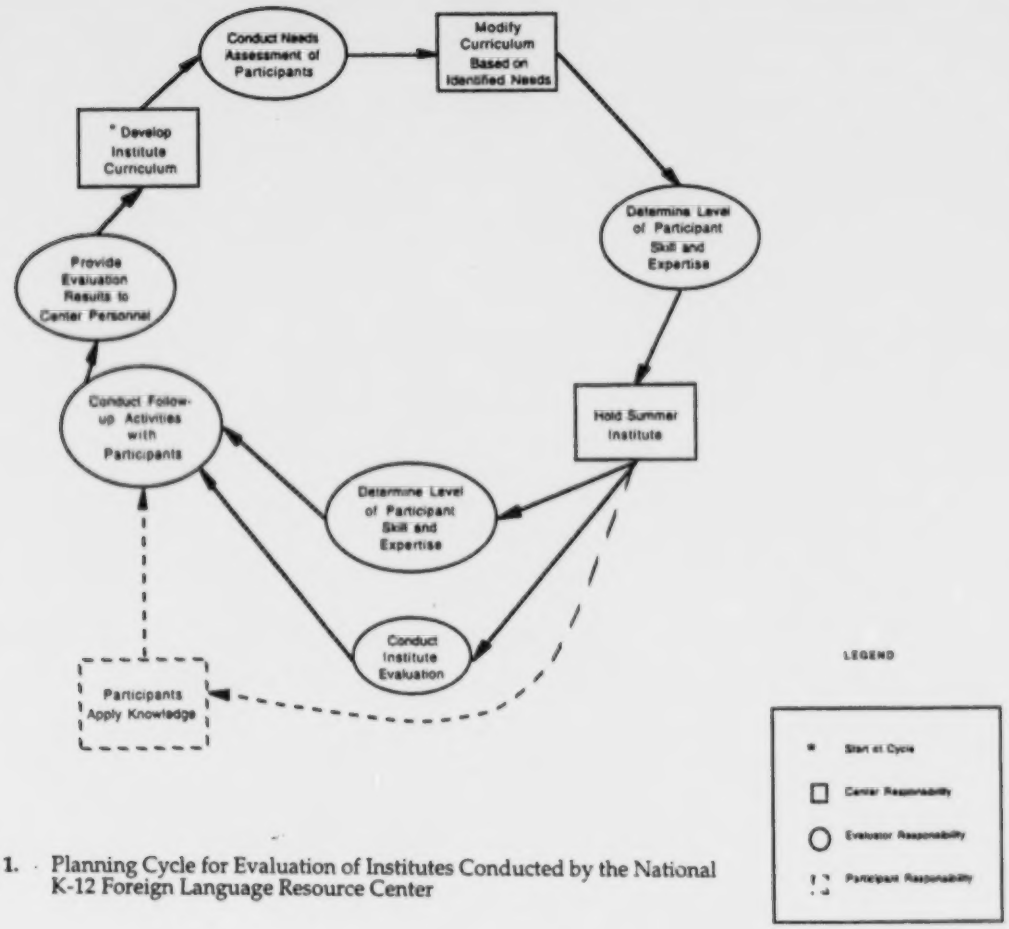


Figure 1. Planning Cycle for Evaluation of Institutes Conducted by the National K-12 Foreign Language Resource Center

Results of the Evaluation of Center Activities

June 1, 1995 - September 30, 1996

Center activities of the second period consisted of four summer institutes, a fall workshop, and several Center-based activities. RISE's responsibility was to evaluate the institutes, the workshop, and selected Center-based activities. Personnel from RISE collected and analyzed evaluation data from teacher and researcher participants and analyzed Center-provided information, according to the evaluation plan. The following sections describe the results for each of the evaluation activities, including descriptions of the methodologies and instrumentation when appropriate. A summary and discussion of the results follows.

BEST COPY AVAILABLE

Evaluation of Activities Related to Initiative I:
Use of Effective Teaching Strategies

Initiative I focuses on professional development of foreign language educators in the use of effective teaching strategies. During this period, the Center supported three primary activities related to Initiative I: the 1995 Teacher Educator Partnership Institute, the 1996 Culture and Children's Literature Institute, and the 1996 Curriculum Institute.

This section begins with a discussion of the instruments used to conduct the evaluations, followed by the results of the evaluations for each activity. Copies of the instruments are included in Appendix B.

Instruments

The Teacher Educator Partnership and Culture and Children's Literature Institutes had an instructional focus and a common set of evaluation instruments that addressed content understanding and overall evaluation. The Curriculum Institute was a continuation of the 1994 Curriculum Institute, sponsored and conducted by the National K-12 Foreign Language Resource Center, and focused on critical analysis and strategy development rather than instruction. Consequently, participants responded to open-ended questions about outcomes and strategies rather than to questions about content understanding. Curriculum Institute participants also completed an overall evaluation.

Content Understanding. To assess the impact of Institute activities on content knowledge, participants were asked to describe their understanding of the topic areas prior to and following the Institute. The categories used to describe their perceived level of understanding included: 1 = no understanding; 2 = understand basic concepts and techniques; 3 = understand basic concepts and techniques and feel comfortable experimenting with their application; and 4 = am quite comfortable with applying the concepts and techniques. When appropriate, participants indicated that a topic was not covered in the Institute on the post-test.

Evaluation. Participants were also asked to complete a short survey designed to evaluate the Institute in general. A 5-point Likert-type scale (1=poor to 5=excellent) was used to evaluate approximately 10 aspects of the Institute, such as clarity of the objectives and effective use of time. In addition, participants were given the opportunity to provide written comments regarding their impressions of the Institute or workshop through open-ended questions addressing which aspects were most useful, suggestions for improvement, and general comments.

Outcomes and Strategies. Participants in the 1996 Curriculum Institute responded to four open-ended questions: What were the major outcomes of this Institute? What further steps could the Center take to facilitate the implementation of the standards? How will this Institute affect your professional practice? How will this Institute affect the profession?

Follow-up. At the end of the 1995-96 academic year, participants of the two 1995 summer Institutes were asked to complete a follow-up survey. They were asked to describe the amount of communication with Institute leaders and other participants and express their opinions about Center and Institute leader support. Several open-ended questions asked them to describe (1) how they have changed their teaching as a result of the past year's experiences with the National K-12 Foreign Language Resource Center and (2) formal and informal information sharing and presentations given to others since the Institute.

Follow-up surveys were sent only to participants of the 1995 summer Institutes. (1996 Culture and Children's Literature Institute participants will be surveyed in Spring 1997 about their institute-related activities during the 1996-97 school year.) The respondents could choose to answer the survey through E-mail, postal mail, or fax. Of the 39 respondents to the follow-up survey, 77% answered via E-mail.

Initiative I: Use of Effective Teaching Strategies
Teacher Educator Partnership Institute

Introduction

The Teacher Educator Partnership Institute was designed to address the first of the Center's initiatives: training teachers in the use of effective teaching strategies. The goal of the Institute was to provide a professional development opportunity in effective teaching strategies for K-12 foreign language teacher educators who serve as methods professors at post-secondary institutions. Special consideration was given to providing training and classroom experiences at the K-6 level because most teacher educators do not have direct experience at those levels. For this reason, K-6 teachers were invited to participate in this Institute. A unique feature of the Institute was the demonstration class that provided opportunities for observation of teaching a foreign language to children. Fifty-nine applications were received from teacher educators and teacher practitioners across the nation. Twenty-five applications were accepted.

Description of Participants

Twenty-five participants attended the summer workshop of the Teacher Partnership Institute. All the participants were female. Eighteen of the participants were teacher educators. Of the 7 teacher practitioners, 4 were elementary school foreign language teachers and 3 taught at both the elementary and middle school levels.

Teacher practitioners had an average of 9 years experience teaching grades K-6. Four taught Spanish, 2 taught French, and 1 taught Spanish and French. Ten of the teacher educators taught post-secondary Spanish, 2 taught French, 1 taught Japanese, 3 taught Spanish and French, 1 taught Russian and French, and 1 taught Dutch, French, and Italian.

Content Understanding

In general, participants believed that they had a better understanding of all of the topics following the Institute (Table 1). For 19 of the 22 topics, participant ratings of understanding after the Institute were significantly higher ($p<.05$) than their ratings before the Institute. For all but one topic, all participants expressed at least a basic understanding of the concepts.

There were differences between the teacher educators (Table 2) and teacher practitioners (Table 3) on self-reported understanding prior to the Institute. Where there were differences, teacher practitioners rated their understanding significantly higher than did teacher educators. These differences were statistically significant ($p<.05$) for the following topics: program models with emphasis on foreign language in the elementary school (FLES) and immersion; program implementation; child development theories; integrating foreign language instruction with the elementary school curriculum and subject content instruction; knowledge of available language assessment instruments in K-6; use of specific strategies for the classroom, including activities and games and use of music and songs, rhymes and chants; and working with parents and parent groups. There were no significant differences between teacher practitioners and teacher educators after the Institute.

Institute Evaluation

Evaluation ratings indicate that the participants were generally pleased with the Institute (Table 4). On a 5-point scale, averages ranged from 4.00 (effective use of time) to 4.92 (effectiveness of the institute leaders), indicating that all items were rated as above average to excellent.

Participant comments provide additional information about the most useful aspects of the Institute. Many of the respondents indicated that providing opportunities to interact with Institute leaders and other participants was very beneficial. Many also noted that the technology training, with its emphasis on the Internet and E-mail, was particularly valuable.

Table 1. Perceptions of Participant Understanding Before and After the 1995 Teacher Educator Partnership Institute - Frequency of Responses (all participants)

	Pre-Institute					Post-Institute						Significant pre- and post-institute differences
	No understanding	*Understand basic concepts*	*Feel comfortable experimenting*	*Comfortable applying concepts*	*n of responses*	*No understanding*	*Understand basic concepts*	*Feel comfortable experimenting*	*Comfortable applying concepts*	*Not applicable*	*n of responses*	
History and rationale for elementary and school foreign language programs	4	3	4	11	22	0	3	3	19	0	25	*
Program models: Emphasis on FLES and Immersion	3	6	5	9	23	0	1	3	21	0	25	*
Program planning	3	10	5	5	23	0	3	7	14	1	25	*
Program implementation	4	9	3	7	23	0	4	8	11	2	25	
Program evaluation	3	11	7	2	23	0	4	8	12	1	25	*
Articulation	3	6	10	4	23	0	4	7	13	0	24	*
Second language acquisition	0	1	6	16	23	1	0	6	18	0	25	
Child development theories (e.g., Piaget, Kieran Egan, information-processing perspectives)	6	7	5	5	23	0	3	9	13	0	25	*
Developing language skills in listening	0	5	9	9	23	0	0	4	21	0	25	*
Developing language skills in speaking	0	5	8	10	23	0	0	4	21	0	25	*

Table 1. (con't)

	Pre-Institute					Post-Institute						Significant pre- and post-institute differences
	No understanding	*Understand basic concepts*	*Feel comfortable experimenting*	*Comfortable applying concepts*	*n of responses*	*No understanding*	*Understand basic concepts*	*Feel comfortable experimenting*	*Comfortable applying concepts*	*Not applicable*	*n of responses*	
Developing language skills in reading	0	5	9	9	23	0	1	7	17	0	25	*
Developing language skills in writing	0	5	10	9	24	0	0	9	16	0	25	*
Developing language skills in interactive writing: Dialogue journals	1	5	15	3	24	0	2	8	13	2	25	
Integrating with the elementary school curriculum/subject content instruction	1	9	7	7	24	0	1	5	19	0	25	*
Teaching culture and global education	0	4	13	7	24	0	0	6	19	0	25	*
Principles and processes for curriculum development	2	6	12	4	24	0	3	7	14	0	24	*
Issues and strategies in alternative assessment	3	10	7	4	24	0	1	8	16	0	25	*
Uses of technology for teachers and students	0	10	11	3	24	0	1	11	13	0	25	*
Knowledge of available language assessment instruments: K-6	13	7	4	0	24	0	1	9	15	0	25	*

Table 1. (con't)

	Pre-Institute					Post-Institute						Significant pre- and post-institute differences
	No understanding	*Understand basic concepts*	*Feel comfortable experimenting*	*Comfortable applying concepts*	*n of responses*	*No understanding*	*Understand basic concepts*	*Feel comfortable experimenting*	*Comfortable applying concepts*	*Not applicable*	*n of responses*	
Specific strategies for the classroom: Activities and games, use of music and songs, rhymes and chants	1	8	6	9	24	0	0	2	23	0	25	*
Partner and small group work	0	3	9	12	24	0	0	5	20	0	25	*
Working with parents and parent groups	9	8	4	3	24	0	7	7	8	3	25	*

No Understanding = No understanding of basic concepts and techniques

Understand Basic Concepts = Understand basic concepts and techniques

Feel Comfortable Experimenting = Understand basic concepts and techniques and feel comfortable experimenting with their application

Comfortable Applying Concepts = Am quite comfortable with applying the concepts and techniques

* Post-institute ratings significantly higher than pre-institute ratings ($p < .05$)

BEST COPY AVAILABLE

Table 2. Perceptions of Participant Understanding Before and After the 1995 Teacher Educator Partnership Institute - Frequency of Responses (teacher educators)

	Pre-Institute						Post-Institute							Significant pre- and post-institute differences
	No understanding	*Understand basic concepts*	*Feel comfortable experimenting*	*Comfortable applying concepts*	*n of responses*	*Significant differences between teacher educators and teacher practitioners*	*No understanding*	*Understand basic concepts*	*Feel comfortable experimenting*	*Comfortable applying concepts*	*Not applicable*	*n of responses*	*Significant differences between teacher educators and teacher practitioners*	
History and rationale for elementary and school foreign language programs	4	2	3	7	16		0	3	2	13	0	18		*
Program models: Emphasis on FLES and Immersion	3	5	5	4	17	*	0	1	3	14	0	18		*
Program planning	3	8	4	2	17		0	2	6	9	1	18		*
Program implementation	4	8	3	2	17	*	0	3	7	6	2	18		
Program evaluation	3	9	4	1	17		0	4	6	7	1	18		*
Articulation	3	4	7	3	17		0	4	5	8	0	17		*
Second language acquisition	0	1	5	11	17		1	0	4	13	0	18		
Child development theories (e.g., Piaget, Kieran Egan, information-processing perspectives)	6	6	2	3	17	*	0	2	7	9	0	18		*
Developing language skills in listening	0	4	7	6	17		0	0	2	16	0	18		*
Developing language skills in speaking	0	4	6	7	17		0	0	2	16	0	18		*

Table 2. (con't)

	Pre-Institute						Post-Institute							
	No understanding	*Understand basic concepts*	*Feel comfortable experimenting*	*Comfortable applying concepts*	*n of responses*	*Significant differences between teacher educators and teacher practitioners*	*No understanding*	*Understand basic concepts*	*Feel comfortable experimenting*	*Comfortable applying concepts*	*Not applicable*	*n of responses*	*Significant differences between teacher educators and teacher practitioners*	*Significant pre- and post-institute differences*
Developing language skills in reading	0	4	7	6	17		0	1	5	12	0	18		*
Developing language skills in writing	0	4	6	7	17		0	0	6	12	0	18		*
Developing language skills in interactive writing: Dialogue journals	1	3	11	2	17		0	2	5	9	2	18		
Integrating with the elementary school curriculum/subject content instruction	1	9	5	2	17	*	0	1	5	12	0	18		*
Teaching culture and global education	0	4	8	5	17		0	0	6	12	0	18		*
Principles and processes for curriculum development	2	5	6	4	17		0	3	5	9	0	17		*
Issues and strategies in alternative assessment	3	5	5	4	17		0	1	4	13	0	18		*
Uses of technology for teachers and students	0	6	8	3	17		0	1	7	10	0	18		*
Knowledge of available language assessment instruments: K-6	12	3	2	0	17	*	0	1	7	10	0	18		*

Table 2. (con't)

	Pre-Institute						Post-Institute							
	No understanding	*Understand basic concepts*	*Feel comfortable experimenting*	*Comfortable applying concepts*	*n of responses*	*Significant differences between teacher educators and teacher practitioners*	*No understanding*	*Understand basic concepts*	*Feel comfortable experimenting*	*Comfortable applying concepts*	*Not applicable*	*n of responses*	*Significant differences between teacher educators and teacher practitioners*	*Significant pre- and post-institute differences*
Specific strategies for the classroom: Activities and games, use of music and songs, rhymes and chants	1	7	5	4	17	*	0	0	2	16	0	18		*
Partner and small group work	0	3	5	9	17		0	0	4	14	0	18		*
Working with parents and parent groups	9	5	1	2	17	*	0	5	5	5	3	18		*

No Understanding = No understanding of basic concepts and techniques

Understand Basic Concepts = understand basic concepts and techniques

Feel Comfortable Experimenting = Understand basic concepts and techniques and feel comfortable experimenting with their application

Comfortable Applying Concepts = Am quite comfortable with applying the concepts and techniques

* Teacher educators rated significantly lower than teacher practitioners ($p < .05$) at pre-test. There were no differences between teacher educators and teacher practitioners at post-test.

BEST COPY AVAILABLE

Table 3. Perceptions of Participant Understanding Before and After the 1995 Teacher Educator Partnership Institute - Frequency of Responses (teacher practitioners)

	Pre-Institute						Post-Institute							Significant pre- and post-institute differences
	No understanding	*Understand basic concepts*	*Feel comfortable experimenting*	*Comfortable applying concepts*	*n of responses*	*Significant differences between teacher educators and teacher practitioners*	*No understanding*	*Understand basic concepts*	*Feel comfortable experimenting*	*Comfortable applying concepts*	*Not applicable*	*n of responses*	*Significant differences between teacher educators and teacher practitioners*	
History and rationale for elementary and school foreign language programs	0	1	1	4	6		0	0	1	6	0	7		
Program models: Emphasis on FLES and Immersion	0	1	0	5	6	*	0	0	0	7	0	7		
Program planning	0	2	1	3	6		0	1	1	5	0	7		
Program implementation	0	1	0	5	6	*	0	1	1	5	0	7		
Program evaluation	0	2	3	1	6		0	0	2	5	0	7		
Articulation	0	2	3	1	6		0	0	2	5	0	7		
Second language acquisition	0	0	1	5	6		0	0	2	5	0	7		
Child development theories (i.e., Piaget, Kieran Egan, information-processing perspectives)	0	1	3	2	6	*	0	1	2	4	0	7		
Developing language skills in listening	0	1	2	3	6		0	0	2	5	0	7		
Developing language skills in speaking	0	1	2	3	6		0	0	2	5	0	7		

Table 3. (con't)

	Pre-Institute						Post-Institute							Significant pre- and post-institute differences
	No understanding	*Understand basic concepts*	*Feel comfortable experimenting*	*Comfortable applying concepts*	*n of responses*	*Significant differences between teacher educators and teacher practitioners*	*No understanding*	*Understand basic concepts*	*Feel comfortable experimenting*	*Comfortable applying concepts*	*Not applicable*	*n of responses*	*Significant differences between teacher educators and teacher practitioners*	
Developing language skills in reading	0	1	2	3	6		0	0	2	5	0	7		
Developing language skills in writing	0	1	4	2	7		0	0	3	4	0	7		
Developing interactive writing skills: dialogue journals	0	2	4	1	7		0	0	3	4	0	7		*
Integrating with the elementary school curriculum/subject content instruction	0	0	2	5	7	*	0	0	0	7	0	7		
Teaching culture and global education	0	0	5	2	7		0	0	0	7	0	7		*
Principles and processes for curriculum development	0	1	6	0	7		0	0	2	5	0	7		*
Issues and strategies in alternative assessment	0	5	2	0	7		0	0	4	3	0	7		*
Uses of technology for teachers and students	0	4	3	0	7		0	0	4	3	0	7		*
Knowledge of available language assessment instruments: K-6	1	4	2	0	7	*	0	0	2	5	0	7		*

Table 3. (con't)

	Pre-Institute						Post-Institute							Significant pre- and post-institute differences
	No understanding	*Understand basic concepts*	*Feel comfortable experimenting*	*Comfortable applying concepts*	*n of responses*	*Significant differences between teacher educators and teacher practitioners*	*No understanding*	*Understand basic concepts*	*Feel comfortable experimenting*	*Comfortable applying concepts*	*Not applicable*	*n of responses*	*Significant differences between teacher educators and teacher practitioners*	
Specific strategies for the classroom: Activities and games, use of music and songs, rhymes and chants	0	1	1	5	7	*	0	0	0	7	0	7		
Partner and small group work	0	0	4	3	7		0	0	1	6	0	7		
Working with parents and parent groups	0	3	3	1	7	*	0	2	2	3	0	7		

No Understanding = No understanding of basic concepts and techniques

Understand Basic Concepts = Understand basic concepts and techniques

Feel Comfortable Experimenting = Understand basic concepts and techniques and feel comfortable experimenting with their application

Comfortable Applying Concepts = Am quite comfortable with applying the concepts and techniques

* Teacher educators rated significantly lower than teacher practitioners ($p < .05$) at pre-test. There were no differences between teacher educators and teacher practitioners at post-test.

Table 4. 1995 Teacher Educator Partnership Evaluation - Frequency of Responses

	1 - Poor	*2 - Below average*	*3 - Average*	*4 - Above average*	*5 - Excellent*	*Mean*	*S.D.*	*N*
Clarity of institute objectives	0	0	2	6	17	4.60	0.65	25
Organization of the institute	0	0	3	8	14	4.44	0.71	25
Effective use of time	0	1	4	14	6	4.00	0.76	25
Applicability of information	0	0	0	3	22	4.88	0.33	25
Electronic mail training	0	1	2	8	14	4.40	0.82	25
Technology information	0	0	1	8	16	4.60	0.58	25
Effectiveness of the institute leader(s)	0	0	0	2	23	4.92	0.28	25
Overall rating of the institute	0	0	0	5	20	4.80	0.41	25

Several mentioned gaining a better perspective of current practices in foreign language education, as well as obtaining new ideas for their own classrooms.

Many of the participants indicated that sending the readings beforehand would allow them to be more prepared and free up time to do other things, including relax and regroup after each of the intensive, fast-paced days of the Institute. They also wanted more time to share with other participants. Comments regarding technology were mixed. Some suggested omitting the technology training, while others suggested more time on the computers, using systems that are friendlier, and providing better access to computers after hours. Some of the participants wanted a change in accommodations (participants were housed in university dorms) in order to be closer to the classrooms and be more comfortable.

A major component of the Institute was the children's Spanish demonstration class. Participants' comments indicated that they appreciated seeing the integration of content, language, materials, and culture in a classroom setting. One participant wrote that the demonstration "showed [the] importance of demonstration for methods teachers." Suggestions to improve this activity included more participant involvement, particularly pre- and post-conferencing with other participants and the demonstration teacher. Many participants felt that fewer days devoted to demonstrations would be as effective. Finally, cramped conditions in the observation booth were cited as a drawback.

Participants were very positive about their experiences at the Institute. Many of the general comments expressed feelings similar to one participant who said, "I leave with a wealth of ideas, activities, and strategies for implementation both on the student level and administrative level." Another indicated that attending the Institute was a very important professional event for her. A third participant summed up the feelings of the group, "Outstanding! Very intense, but very rewarding. This program is a must for anyone teaching preservice teachers to work as elementary foreign language teachers."

Follow-up

The 25 participants were sent surveys at the end of the 1995-1996 academic year to obtain follow-up information about their Institute-related activities during the school year. Twenty-two responded (88% return rate).

All but 1 of the 22 respondents agreed that the amount of communication with Institute leaders was about right. Sixteen of the participants agreed that the amount of communication with other participants was about right, while 6 stated that it was too little (Table 5).

Table 5. Amount of Communication by Participants of the 1995 Teacher Educator Partnership Institute - Frequency of Responses

	Too little	About right	Too much
with Institute leaders	1	21	0
with other participants	6	16	0

Almost all of the respondents (20 of 22) agreed or strongly agreed that communication with the Institute leaders was useful. In addition, most of the respondents agreed that communication with other participants was useful, that the Institute had been a valuable source of materials and information, and that Institute leaders had been supportive of their teaching efforts. All of the respondents agreed or strongly agreed that the skills and information gained from the Institute had been useful to them professionally, and all but 2 of the respondents agreed or strongly agreed that the contacts made at the Institute had been useful to them professionally (Table 6).

Changes in practice by the participants of the Teacher Educator Partnership Institute included using activities, materials, and methodologies from the Institute in their own classes, as well as improving their attitudes about foreign language instruction and their professional

Table 6. Follow-up Perceptions of Participants for the 1996 Teacher Educator Partnership Institute - Frequency of Responses

	1 - Strongly disagree	2 - Disagree	3 - Somewhat disagree	4 - Somewhat agree	5 - Agree	6 - Strongly agree	n agree or strongly agree	n of responses
My communication with Institute leader(s) was useful.	0	0	1	1	6	14	20	22
My communication with other participants was useful.	0	1	1	2	4	14	18	22
The Center has been a valuable source of materials and information throughout the school year.	0	0	1	3	6	11	17	21
Institute leader(s) have been supportive of my teaching efforts throughout the school year.	0	0	2	2	9	8	17	21
The skills and information I gained from the institute have been useful to me professionally.	0	0	0	0	2	20	22	22
The contacts I made at the institute have been useful to me professionally.	0	0	1	1	6	14	20	22

abilities. Most of the participants reported including activities, materials, and methodologies from the Teacher Educator Partnership Institute in their own classes. Comments such as "I have incorporated more whole language activities into my teaching" and "I came back to my classroom armed with new ideas and techniques that I received from my Institute experience and through teacher networking" were made frequently. Three participants stated that they had designed new courses this past year and the Institute was a vital resource in helping them develop and teach these classes. Participants called the institute "invaluable," and a "model" in providing materials and methods for the new courses.

The Institute was also credited with providing participants with "inspiration" and improving attitudes, acknowledging the importance of foreign language education and that the Institute helped build participants' confidence in their abilities. Other comments included:

- *Leaders of the Institute are real role models.*
- *I am more relaxed about my teaching and enjoy my classes and my students much more.*
- *I have been immeasurably enriched by the unique experience of interacting with elementary school professionals.*

Seventeen respondents indicated that they had given a total of 44 formal presentations to a total of approximately 1600 people. These included presentations to local, state, regional, national, and international foreign language associations, inservice workshops, and presentations to students, faculty, and inservice teachers. Presentation topics included classroom activities, curriculum development, instructional methods, national standards, elementary and secondary foreign language programs, program models, distance education, English as a second language, immersion, history of foreign language, assessment, teacher certification, and technology. Participants have informally shared information gained from the Institute through a variety a methods, including informal conversations with students and colleagues, incorporating information into courses, serving on panel discussions, sharing written materials from the Institute with colleagues, serving on committees for creating curriculum and policies, and providing assistance with technology.

Participant's additional comments addressed the high quality and value of the Teacher Educator Partnership Institute. Comments that demonstrate this point include:

- *This experience was one of the most valuable of my entire teaching career.*
- *I feel privileged to have been a participant . . . and value continued participation.*
- *The Institute was a tremendously enriching and empowering experience.*
- *I would recommend* [the Institute] *highly to anyone who has the opportunity to attend.*

A few participants expressed regret that the communication had not been as frequent as they had hoped; however, some of these individuals cited their own busy schedules as a cause for infrequent communication. The bulk of additional responses were overwhelmingly positive with participants commenting that they were encouraging colleagues to apply for future institutes. One participant applied for and received a grant to conduct a workshop building upon her participation in the Teacher Educator Partnership Institute.

Initiative I: Use of Effective Teaching Strategies

Culture and Children's Literature Institute

Introduction

The Culture and Children's Literature Institute was designed to address the first of the Center's initiatives, training teachers in the use of effective teaching strategies. The goal of the Institute was to provide professional development to K-12 French and Spanish teachers in effective strategies for the development and teaching of thematic curriculum units based on cultural knowledge and children's literature of France or Mexico. This Institute is the only one offered by the Center that focuses on particular languages. The nature of the Institute requires language and culture specific information. This Institute also established teacher partnerships for collaboration on an Institute project to be completed at their home sites. Training in instructional uses of E-mail and the World Wide Web were also included in this Institute.

Description of Participants

Of the 80 applicants, 39 attended the summer workshop of the Culture and Children's Literature Institute. All of the participants but 2 were female, and all were teacher practitioners. Five participants taught at the elementary level, 12 at the middle school level, and 21 at the high school level. One participant reporting teaching at the K-12 level. Twenty of the 39 participants taught French, while 19 taught Spanish. (Although 20 Spanish participants were accepted, one was called home due a family emergency.) Teacher practitioners had an average of 12.6 years teaching experience.

Content Understanding

Participants showed significant improvements in understanding in 14 of the 20 topics presented at the Culture and Children's Literature Institute (Table 7). Following the institute, half or more of the respondents indicated that they felt comfortable applying concepts and techniques in the following areas: knowledge of the history of France/Mexico; techniques for teaching thematic curriculum units that integrate language, content, and culture; techniques for using folklore in the classroom; techniques for using children's stories in the classroom; cooperative learning techniques; developing thematic curriculum units; and the uses of E-mail for teachers.

Institute Evaluation

Thirty-eight of the 39 participants responded to the Institute evaluation. Respondents' ratings indicated general satisfaction with all parts of the Institute (Table 8). The following aspects were rated as above average or excellent by at least 75 percent of the respondents: children's literature sessions, reading/writing sessions, storytelling sessions, effectiveness of the Institute leader(s), organization of the Institute, and applicability of information. In addition, over half the respondents gave above average or excellent ratings to the sessions on France and Mexico, culture, electronic mail, and the World Wide Web, as well as to aspects

Table 7. Perceptions of Participant Understanding Before and After the 1996 Culture and Children's Literature Institute- Frequency of Responses

	Pre-Institute					Post-Institute						Significant pre- and post-institute differences
	No understanding	*Understand basic concepts*	*Feel comfortable experimenting*	*Comfortable applying concepts*	*n of responses*	*No understanding*	*Understand basic concepts*	*Feel comfortable experimenting*	*Comfortable applying concepts*	*Not applicable*	*n of responses*	
Knowledge of the geography of France/Mexico	1	9	17	12	39	0	6	14	16	2	38	
Knowledge of the history of France/Mexico	0	16	15	8	39	0	4	14	20	0	38	*
Knowledge of contemporary cultures of France/Mexico: Daily Life	0	5	18	15	38	0	2	15	18	3	38	
Knowledge of contemporary cultures of France/Mexico: Education	1	11	18	8	38	1	5	14	13	5	38	
Knowledge of contemporary cultures of France/Mexico: Celebrations	0	7	14	17	38	0	5	14	14	5	38	
Knowledge of contemporary cultures of France/Mexico: Social Conventions and Communication	0	6	19	13	38	0	3	13	19	4	39	
Techniques for teaching using thematic curriculum units that integrate language, content, and culture	2	11	16	10	39	0	1	13	22	0	36	*
Techniques for using folklore (games, songs, chants, rhymes) in the classroom	1	14	13	10	38	1	1	16	18	0	36	*
Techniques for using children's stories in the classroom	7	13	9	10	39	0	2	14	20	0	36	*
Techniques for using poetry in the classroom	6	16	12	5	39	1	9	19	6	1	36	*

Table 7. (con't)

	Pre-Institute					Post-Institute						
	No understanding	*Understand basic concepts*	*Feel comfortable experimenting*	*Comfortable applying concepts*	*n of responses*	*No understanding*	*Understand basic concepts*	*Feel comfortable experimenting*	*Comfortable applying concepts*	*Not applicable*	*n of responses*	*Test of pre-institute and post-institute differences*
Techniques for using storytelling in the classroom	8	13	10	8	39	0	2	18	16	0	36	*
Techniques for teaching reading	0	14	17	8	39	0	5	16	12	2	35	*
Techniques for teaching writing	0	8	22	9	39	0	4	16	15	1	36	*
Pair work techniques	0	6	20	13	39	0	3	18	14	1	36	
Cooperative learning (small group) techniques	0	7	20	12	39	0	3	13	20	0	36	*
The development of thematic curriculum units that integrate language, content and culture	4	3	22	9	38	0	2	12	22	0	36	*
The uses of e-mail for teachers	10	10	8	10	38	1	3	8	22	1	35	*
The uses of e-mail for students	11	16	5	5	37	1	5	19	6	4	35	*
The uses of the World Wide Web for teachers	10	15	7	6	38	0	3	15	17	1	36	*
The uses of the World Wide Web for students	13	16	7	2	38	1	8	20	6	1	36	*

Table 8. 1996 Culture and Children's Literature Evaluation - Frequency of Responses

	1 - Poor	*2 - Below average*	*3 - Average*	*4 - Above average*	*5 - Excellent*	*Mean*	*S.D.*	*N*
France or Mexico sessions	0	4	7	9	18	4.08	1.05	38
Culture sessions	2	2	9	14	11	3.79	1.09	38
Children's literature sessions	1	2	4	6	24	4.35	1.06	37
Reading/writing sessions	0	0	3	8	27	4.63	0.63	38
Storytelling sessions	0	3	5	14	16	4.13	0.94	38
Electronic mail sessions	1	2	12	12	10	3.76	1.01	37
World Wide Web sessions	1	1	13	17	6	3.68	0.87	38

Table 8. (con't)

	1 - Poor	*2 - Below average*	*3 - Average*	*4 - Above average*	*5 - Excellent*	*Mean*	*S.D.*	*N*
Keeping and sharing journals (by Spanish group only)	1	6	9	1	0	2.59	0.71	17
Effectiveness of the institute leader(s)	1	1	4	19	13	4.10	0.89	38
Clarity of institute objectives	1	4	11	14	8	3.63	1.02	38
Organization of the institute	1	4	2	15	16	4.08	1.08	38
Effective use of time	2	6	5	11	14	3.76	1.26	38
Applicability of information	0	3	3	14	18	4.24	0.91	38
Overall rating of the institute	0	2	3	16	17	4.26	0.83	38

related to clarity of Institute objectives and effective use of time. Thirty-three of the 38 respondents also gave an above average to excellent overall rating.

Several common themes were apparent in the participants' comments about the most useful aspects of the Institute. The most frequently mentioned aspects of the Institute were the sessions on reading and writing, history, contemporary culture, storytelling, and children's literature. Typical comments included:

- *Techniques to use reading, writing, literature, storytelling were extremely useful, directly applicable in the classroom.*
- *Culture was useful because it gave me the background knowledge to understand subtle differences that I had not been able to articulate before.*
- *It simplified the very complicated history of Mexico and filled in many gaps in my knowledge.*
- *Children's literature, as well as the reading/writing sessions . . . were excellent!!*

Many comments about the most useful aspects of the Institute related directly to the leaders. Statements such as

- [The leader] *was practical, dynamite, hands-on.*
- [The leader's] *work is groundbreaking.*
- *I so much appreciated the fact* [that] *the institute provided such a vibrant and intelligent speaker.*

Participants also found the sessions on E-mail, the World Wide Web, curriculum development, and music especially useful, and they appreciated the wealth of materials available and opportunities to share ideas with other teachers.

The question asking participants to list three things they learned at the Institute that they could immediately put into practice in the classroom inspired a wide variety of responses. Many comments focused on general techniques for using reading and writing, storytelling, songs, and children's literature. Reading/writing ideas included emphasis on pre-reading, during reading, and post-reading; pre-reading strategies; language pictures; reading games; and general reading activities. Specific ideas for storytelling and songs included uses such as vocabulary mastery, structuring writing, and demonstrating reading comprehension. Children's

literature was identified with reading/writing and storytelling activities as a resource for creating integrated curricula, helping a classroom become more student centered, and teaching about culture. Comments such as "I realize that I can integrate children's literature [in]to practically every aspect of my curriculum" were frequently made. Additional ideas included thematic units, Total Physical Response techniques, mapping, using Venn diagrams, the circle game for student introductions, organization techniques, poetry writing activity with tracing paper, webbing, the tape of songs, chants, poems, games, Internet, diaries, folklore, rhythm, and portfolios.

Participants from the Spanish group of the Culture and Children's Literature Institute kept journals of their Institute experiences and shared a few reflections from these journals as part of the institute evaluation. These reflections mostly reiterated points that had already been made, including participants' increased confidence in their abilities as a result of the institute, satisfaction with the opportunity to interact with other foreign language teachers and learn about technology applications, and a desire to have more time to work on projects and interact with others. However, participants were also pleased to have the chance to be a student again and some noted that lectures were not the best teaching approach. Some participants noted that the activity of defining a "Latin American" had been difficult but valuable. A few participants also felt that they needed more background knowledge on Mexican history to fully benefit from the history sessions and felt that the movie, The Red Threat was too bloody and graphic for general viewing. Isolated comments also included frustration with the group project, dissatisfaction with the food, and feeling that the Story City visit was a waste of time.

Participants responded with a variety of ideas for improving the Institute; the most frequent comments indicated that participants needed more time and more unstructured opportunities to interact with each other. Participants appreciated the vast amount of information they received, but found the Institute overwhelming with little or no time for reflection or unstructured work. Comments included:

- *Although my experience was invaluable, it was too intensive.*
- *Give us a mid-workshop free time period.*
- *More sharing of ideas from participants.*
- *A lot of rich sharing goes on among participants when we're not in organized sessions.*

Other suggestions included providing a list of Institute goals prior to the Institute, giving equal examples and materials to both French and Spanish groups; providing more hands-on activities, more literature contact, more convenient housing accommodations, and more information on culture and less on history for the Spanish group; keeping French and Spanish groups together more often; and giving French and Spanish groups access to each other's materials and hand-outs.

Participants' general comments also echoed the responses they had previously made. Comments included both suggestions for improvement and praise for the organization and success of the Institute. The diversity of these comments speaks to the breadth of the Culture and Children's Literature Institute. While participants identified areas for improvement, they all seemed to agree that the Institute had been an overall positive experience. One participant's comment perhaps summarizes it best. "Despite my suggestions for improving the Institute, this was an invaluable experience for me and I feel fortunate to have been given the opportunity to participate."

Initiative I: Use of Effective Teaching Strategies

Curriculum Institute

Introduction

The goal of the Curriculum Institute was to build on the accomplishments of the first Curriculum Institute in 1994, which included defining curriculum guidelines and exemplary curricular frameworks for the emerging long-sequence foreign language programs (K-12), and to refine that work in order to present it to the profession in finalized format. Another important

goal was to support and extend the curriculum dimensions of the national student standards for foreign language education.

Description of Participants

Fourteen participants attended the summer workshop of the Curriculum Institute. All of the participants except for 1 were female. Of the participants, 4 served as Institute leaders. Five participants were district-wide supervisors, 2 taught at the high school level, 2 taught at the middle school level, and 1 taught at the university level. Four of them had also participated in the 1994 Curriculum Institute, and 3 had worked on the team that developed the national student standards. Seven participants completed evaluations of the Curriculum Institute.

Institute Evaluation

According to the participants, the major outcome of the Curriculum Institute was the development of a framework and plans for documents to guide and support teachers as they develop curriculum based on the national student standards. All agreed that the group "forged a direction" for implementing the standards into K-12 classrooms and that a process had begun to make the theory of the standards a reality. Continuation of the Institute and development of a model curriculum guide based on the standards were recommended by the participants as further steps the Center could take to facilitate the implementation of the standards.

The Institute affected the professional practice of its participants in a variety of ways. One of those ways was by preparing educators to revise foreign language curricula. Another was by instilling the confidence and supplying the focus to apply the national standards in various school districts. A few mentioned planning daily evaluations of the foreign language curriculum, assessment, and instruction in their individual classrooms to ensure coherence with the standards.

The participants were in agreement about the positive effect the Curriculum Institute will have on the foreign language profession. As one person noted, the educators are in a

position where they can "disseminate Institute perspectives among colleagues," which in turn will profit the profession significantly. Others noted that the Curriculum Institute will have an important positive impact on the foreign language profession and that the work done in the Institute should be shared widely to encourage implementation of the standards. The participants felt that the Institute helped them focus on critical issues, and that their work will provide an important service to the profession in regard to the implementation of the standards.

Evaluation of Activities Related to Initiative II: Administration and Interpretation of Foreign Language Performance Assessment

During Fall 1995, a two-day workshop addressed Initiative II: Administration and Interpretation of Foreign Language Performance Assessment. This section begins with a description of the workshop and its goals, followed by the results of the evaluation. A copy of the instrument is included in Appendix B.

Initiative II: Administration and Interpretation of Foreign Language Performance Assessment Assessment Guidelines and Strategies Workshop

Introduction

The Assessment Guidelines and Strategies Workshop was designed to help educators see the connections between the national student standards for foreign language education and assessment practices, which have been initiated by the American Council on the Teaching of Foreign Language's (ACTFL), the American Association of Teachers of French (AATF), the American Association of Teachers of German (AATG), and the American Association of

Teachers of Spanish and Portuguese (AATSP). This was accomplished through a teacher-based research project carried out during the 1995-96 academic year. In this project, teachers and researchers collaborated to draft assessment strategies for classroom scenarios that link the standards with sample objectives, instructional activities, and subsequent assessment. This workshop, co-sponsored by the Center for Applied Linguistics (CAL), was the first step in teachers working in collaboration with researchers to develop sample scenarios, based on the national standards, for assessing the language of students in their classroom.

Description of Participants

Participants included fourteen school representatives of which 12 were teachers, 4 assessment researchers, 7 Center leaders, and the leader of the task force that developed the standards. Since this was a continuation of the 1994-95 workshop, many of the 1995-1996 participants had been involved the year before. Six of the teachers taught Spanish, 4 taught French, 1 taught Japanese, and 1 taught Chinese. Teachers had been selected upon recommendation by their principal or foreign language coordinator for their demonstrated competence in the classroom and their interest in foreign language assessment.

Workshop Evaluation

Twenty of the 26 participants completed the evaluation distributed at the end of the workshop (Table 9). In general, respondents were pleased with the workshop. Highly-rated aspects of the workshop included effectiveness of the workshop leader(s), applicability of information, information on national foreign language student standards, organization of the workshop, and information on teachers' assessment activities. Overall, the workshop was rated as excellent by 17 of the 20 participants.

Many of the participants mentioned meeting other teachers and learning what they are doing in their programs in the area of assessment as the most useful aspect of the workshop. Respondents stated that this networking and discussion helped them leave the workshop with many ideas, as well as specific plans. Many of the participants stated that the presentations

Table 9. 1995 Assessment Guidelines and Strategies Workshop Evaluation

	1 - Poor	*2 - Below Average*	*3 - Average*	*4 - Above Average*	*5 - Excellent*	*Mean*	*S.D.*	*N*
Clarity of workshop objectives	0	0	1	10	9	4.40	0.60	20
Organization of the workshop	0	0	1	4	15	4.70	0.57	20
Effective use of time	0	1	1	3	15	4.60	0.82	20
Applicability of information	0	0	0	3	17	4.85	0.37	20
Information on teachers' assessment activities	0	0	0	6	14	4.70	0.47	20
Information on national foreign language standards	0	0	0	4	16	4.80	0.41	20
Information on relating assessment to the standards	0	0	2	7	11	4.45	0.69	20
Effectiveness of the workshop leaders(s)	0	0	0	2	18	4.90	0.31	20
Overall rating of the workshop	0	0	0	3	17	4.85	0.37	20

by experts were excellent. They also were glad to have had the opportunity to work in groups, putting the ideas into practice. Respondents mentioned the session on assessment standards as being helpful, bringing much of the workshop information into focus. Participants' suggestions for improving the workshop included having more time and continuing group dialogues by meeting each fall. General comments were positive, as one participant said, "Having [the national standards] explained was a huge help. Also applying assessment techniques to those standards helped me to see how to start using these standards as soon as I get back to my classroom. Thanks for a very informative, educational workshop!"

Follow-up

The follow-up was intended to examine the impact of participation in the Assessment Guidelines and Strategies Workshop on the participants' professional lives and how it is affecting the profession in general. Responses were sought from participants of both the 1994[a] and 1995 Workshops. Nine respondents, including 1 researcher, 2 Workshop leaders, and 6 teachers, answered four key questions:

- What are the three most important things you've learned about student assessment from working on the Iowa State/CAL assessment project? (Please be specific.)
- What suggestions would you give to a new teacher about assessing student learning in his/her classroom?
- Does knowledge of national, state, or district foreign language standards make a difference in how you assess your students? Please explain.
- What aspects of assessment would you like to learn more about?

The responses indicated that they learned a lot about student assessment from working on this assessment project. Comments indicated that they received general information about current assessment procedures in foreign language classrooms, including information about other similar assessment projects. They recognized the value of portfolio assessment at the

[a] See the 1995 Evaluation Report of the National K-12 Foreign Language Resource Center for more information about the 1994 Assesssment Workshop.

elementary level and its usefulness in assessing student long-term progress. They noted the fact that assessment is an ongoing process that requires systematic assessment procedures, including the development of appropriate scoring rubrics. Several mentioned the wide variety of approaches and methods of assessments. Others noted the difficulty involved in assessing students' language, but recognized that many creative teachers already incorporate classroom-based assessments into their daily activities without labeling it as such. Another respondent pointed out the difference between assessment and evaluation and noted that K-8 and post-secondary teachers need to understand each other's priorities to "create a solid assessment for the students."

The suggestions they would give to a new teacher about assessing student learning in the classroom are closely related to their comments about the important aspects of student assessment. They suggested that learners be systematically and appropriately assessed and that rubrics be established at the beginning of the year and be consistently used throughout the school year. Further, they encouraged new teachers to explore alternative assessments and use a wide variety of assessments that would take into account specific student learning styles.

All respondents agreed that knowledge of national, state, or district foreign language standards makes a difference in assessing students. For some, they have helped focus goals and objectives, and for others, have confirmed that they "were on the right track." Several of the respondents reported that they were involved in school-based efforts to align their foreign language programs with state or national standards.

The respondents indicated that they would like to learn more about ways to make performance and portfolio assessment as reliable and fair as possible, using technology as an aid to assessing oral proficiency, standardized tests, the implementation of portfolios in the secondary classroom, designing scoring rubrics, and how to help teachers incorporate creative assessment techniques in the classroom.

Evaluation of Activities Related to Initiative III:

Use of New Technologies

Initiative III focuses on professional development of foreign language professionals in the use of new technologies. During this period, the Center supported one primary activity: the 1995 New Technologies Institute. This section begins with a description of the Institute and its goals, followed by the results of the evaluation.

Initiative III: Use of New Technologies
New Technologies Institute

Introduction

The New Technologies Institute was designed to introduce participants to the benefits of using newly developed technologies in foreign language education. Participants examined recent developments in the application of new technologies to the learning of foreign languages; previewed exemplary foreign language courseware, including multimedia programs; implemented use of telecommunications networks to enhance students' reading, writing, and cross-cultural communications skills; developed telenetworking lessons for use with existing curricula; gained expertise in the use of electronic mail, forums, and bulletin boards; and continued dialogue with Institute personnel and participants during the academic year via telecommunications.

Description of Participants

Of the 139 applications, a total of 20 participants were selected and attended the New Technologies Institute. Nineteen of the participants were from public schools; 1 was from a private school. Six were elementary teachers (K-8); 14 taught at the secondary level. Eight of the participants taught Spanish, 5 taught French, and 3 taught both Spanish and French. Two participants taught Chinese, 1 taught German, and 1 taught Italian. Participants reported 4 to 28 years of K-12 teaching experience, averaging 18 years.

Instruments

The New Technologies Institute had an instructional focus and utilized a set of evaluation instruments that addressed content understanding and overall evaluation. The instruments used to assess the impact of Institute activities on content knowledge were similar to those used in the other summer Institutes conducted by the National K-12 Foreign Language Resource Center. See pages 4 and 5 for basic descriptions of the Content Understanding and Evaluation instruments.

Content Understanding

Participants showed significant improvements in 17 of the 22 topics covered by the New Technologies Institute (Table 10). Three-fourths of the respondents indicated that at the end of the Institute, they were comfortable applying the concepts of sending and receiving E-mail. Half or more of the respondents also felt comfortable applying concepts and techniques in the following areas: computer-assisted instruction; selection of appropriate software; the World Wide Web; and educational uses of E-mail.

Institute Evaluation

Participant ratings indicated general satisfaction with all parts of the Institute (Table 11). Each aspect was rated above average or excellent by at least 80 percent of the respondents. Highly rated aspects included applicability of information, organization of the Institute, effectiveness of the Institute leader(s), clarity of Institute objectives, and information on educational uses of E-mail. Sixteen of the participants also assigned an overall rating of excellent to the Institute.

Several common themes were apparent in the participants' comments about the most useful aspects of the Institute. Over half the respondents mentioned learning to use E-mail and the Internet as particularly valuable, as was learning Hyperstudio and other multimedia software. Many also appreciated the quality of the leaders, and were glad to have time provided at the Institute to explore and learn on their own.

Table 10. Perceptions of Participant Understanding Before and After the 1995 New Technologies Institute - Frequency of Responses

	Pre-Institute					Post-Institute						
	No understanding	*Understand basic concepts*	*Feel comfortable experimenting*	*Comfortable applying concepts*	*n of responses*	*No understanding*	*Understand basic concepts*	*Feel comfortable experimenting*	*Comfortable applying concepts*	*Not applicable*	*n of responses*	*Significant pre- and post-institute differences*
Computer assisted instruction	0	8	7	1	16	0	2	5	12	0	19	*
Knowledge and use of foreign language software	1	3	12	0	16	0	1	10	9	0	20	*
Selection of appropriate software	1	7	8	0	16	0	2	7	11	0	20	*
Satellite programs	4	7	2	2	15	1	9	6	0	4	20	
Distance learning courses	5	7	2	2	16	0	8	9	3	0	20	*
Multimedia platforms	3	9	4	0	16	0	1	12	7	0	20	*
Local and wide area networks	3	10	3	0	16	0	3	11	6	0	20	*
Telecommunications hardware and software	2	10	4	0	16	0	5	11	3	0	19	*
How to send and receive e-mail	1	5	5	5	16	0	0	5	15	0	20	*
Teleconferencing	4	9	2	1	16	1	6	7	4	2	20	

Table 10. (con't)

	Pre-Institute					Post-Institute						
	No understanding	*Understand basic concepts*	*Feel comfortable experimenting*	*Comfortable applying concepts*	*n of responses*	*No understanding*	*Understand basic concepts*	*Feel comfortable experimenting*	*Comfortable applying concepts*	*Not applicable*	*n of responses*	*Significant pre- and post-institute differences*
FTP	12	4	0	0	16	4	4	8	3	0	19	*
America Online	1	13	2	0	16	0	8	5	4	2	19	
Internet access services	2	8	6	0	16	0	0	11	9	0	20	*
Minitel	8	5	2	1	16	2	8	7	3	0	20	*
Gopher	2	7	6	1	16	0	7	9	4	0	20	*
World Wide Web	4	6	3	3	16	0	1	8	11	0	20	*
Bulletin boards	4	9	3	0	16	1	5	7	4	3	20	
Newsgroups	6	5	3	1	15	0	5	9	3	3	20	
Listservs	5	6	3	2	16	0	1	11	8	0	20	*

Table 10. (con't)

	Pre-Institute					Post-Institute						Significant pre- and post-institute differences
	No understanding	*Understand basic concepts*	*Feel comfortable experimenting*	*Comfortable applying concepts*	*n of responses*	*No understanding*	*Understand basic concepts*	*Feel comfortable experimenting*	*Comfortable applying concepts*	*Not applicable*	*n of responses*	
Educational use of e-mail	4	5	5	2	16	0	1	9	10	0	20	*
Planning telecommunications lessons	8	4	3	1	16	0	4	12	4	0	20	*
Setting up sister schools networking connections	8	5	3	0	16	1	8	8	3	0	20	*

No understanding = No understanding basic concepts and techniques

Understand basic concepts = Understand basic concepts and techniques

Feel comfortable experimenting = Understand basic concepts and techniques and feel comfortable experimenting with their application

Comfortable applying concepts = Am quite comfortable with applying the concepts and techniques

*Teacher educators rated significantly lower than teacher practitioners ($p<.05$) at pre-test.

BEST COPY AVAILABLE

Table 11. 1995 New Technologies Institute Evaluation - Frequency of Responses

	1 - Poor	*2 - Below average*	*3 - Average*	*4 - Above average*	*5 - Excellent*	*Mean*	*S.D.*	*N*
Clarity of institute objectives	0	0	1	5	14	4.65	0.59	20
Organization of the institute	0	0	2	2	16	4.70	0.66	20
Effective use of time	0	1	1	4	13	4.53	0.84	19
Applicability of information	0	1	0	2	17	4.75	0.72	20
Information on setting up sister schools networking connections	0	0	3	7	10	4.35	0.75	20
Information on educational uses of e-mail	0	0	1	6	13	4.60	0.60	20
Information on foreign language software	0	0	2	8	10	4.40	0.68	20
Effectiveness of the institute leader(s)	0	0	1	4	15	4.70	0.57	20
Overall rating of the institute	0	0	1	3	16	4.75	0.55	20

Participants responded with a variety of ideas for improving the Institute, including extending the Institute, having more time to explore programs and software, and having more time to work on their projects and practice using their new skills. Other suggestions included specifying in advance the Macintosh-only environment, sending the readings before hand, and providing an advance look at the Institute components.

Participants' general comments expressed positive feelings about the Institute. One participant commented, "I can't tell you how confident I feel now compared to when I first came and how excited I am to see how far I can go with my newly learned knowledge."

Follow-up

The 20 participants were sent surveys at the end of the 1995-1996 academic year to obtain follow-up information about their Institute-related activities during the school year. Seventeen responded (85% return rate).

Twelve of the respondents agreed that the amount of communication with Institute leaders was about right, while 5 of the 17 respondents felt there was too little communication. Opinions on the amount of communication with other participants were more evenly split, as 9 of the 17 respondents agreed that the amount of communication with other participants was about right. Eight indicated that it was too little (Table 12).

Table 12. Amount of Communication by Participants of the 1995 New Technologies Institute - Frequency of Responses

	Too little	About right	Too much
with Institute leaders	5	12	0
with other participants	8	9	0

All but 2 of the respondents who answered this question (13 of 15) agreed that communication with the Institute leaders was useful. In addition, three-fourths of the respondents agreed that communication with other participants was useful. Half of the respondents agreed that the Center had been a valuable source of materials and information throughout the school year, while most individuals agreed that Institute leaders had been supportive of their teaching efforts. Nearly all respondents agreed that the skills and information gained from the Institute had been useful to them professionally, and most respondents agreed that the contacts made at the institute had been useful to them professionally (Table 13).

Participants of the New Technologies Institute have changed their teaching in many ways. They are incorporating technology into their lessons, using it to create materials or access new information. Comments included:

- *I used CD-ROM disk programs with my students for the first time.*
- *I have downloaded several images of paintings by Spanish artists* [for] *reports.*
- *I have developed more multi-media projects for students.*

Participants are also helping their students use technology to complete assignments, communicate with students in different countries, and access information. E-mail, Hyperstudio, and CD-ROMS were frequently mentioned as tools that teachers have found especially useful. Examples included:

- *My AP students have used the Internet during the last 3 weeks.*
- *My . . . students have communicated directly with* [other students in] *Mexico, Uruguay, and Argentina through E-mail and we are on the threshold of CU-SeeMe interfaces for next year.*
- [I] *instruct students to use the Chinese word processing program to work on different projects.*

Some teachers indicated that one of the most important things the Institute had done for them was instilling new confidence in their ability to use technology. One participant wrote that as a result of the Institute, "I . . . have more confidence in my ability to succeed in technology related tasks." A few teachers were unable to implement many of the things they

Table 13. Follow-up Perceptions of Participants for the 1995 New Technologies Institute - Frequency of Responses

	1 - Strongly disagree	*2 - Disagree*	*3 - Somewhat disagree*	*4 - Somewhat agree*	*5 - Agree*	*6 - Strongly agree*	*n agree or strongly agree*	*n of responses*
My communication with Institute leader(s) was useful.	0	1	0	1	5	8	13	15
My communication with other participants was useful.	0	0	0	4	4	8	12	16
The Center has been a valuable source of materials and information throughout the school year.	0	1	1	6	5	3	8	16
Institute leader(s) have been supportive of my teaching efforts throughout the school year.	0	0	1	2	9	3	12	15
The skills and information I gained from the institute have been useful to me professionally.	0	1	0	0	1	15	16	17
The contacts I made at the institute have been useful to me professionally.	0	2	1	2	7	5	12	17

learned at the Institute because their schools lacked technology equipment. However, one of these teachers was applying for a technology equipment grant and another expected to have access to more hardware soon.

The respondents gave approximately 29 presentations for a total of 540 people at local, state, and national meetings of students, inservice teachers, and university professors. The topics of these presentations varied, but included Hyperstudio, E-mail, portfolios, multimedia for the foreign language classroom, Internet applications, and using technology to teach with a critical theory framework for foreign language. New Technologies Institute participants have also shared information informally through discussions and demonstrations with colleagues, administrators, students, and community members. These informal interactions have been ongoing and have expanded to include information gained since the Institute.

Evaluation of Center-Based Activities

As agreed to in the evaluation plan, Center staff provided additional evaluative information to the internal evaluators about activities related to dissemination of information to the profession and an academic year goal-setting activity undertaken by participants of the 1995 Teacher Educator Partnerships and New Technologies Institutes. Discussion of each follows.

Dissemination Efforts

Center personnel have been successful in their dissemination efforts during this project period. A Center-based research study which examined teachers' use of E-mail and the impact of Institute training related to E-mail technology on their professional lives has been accepted for publication in the journal, *Foreign Language Annals*. A second article, to be published in the same journal, describes middle to high school articulation in foreign language programs. This article presents the results of one of the post-Institute collaborative projects from the 1994 Curriculum Institute. Two projects resulting from the 1994 Teacher Educator Partnership

Institute have been published by ERIC: a thematic unit based on an original Costa Rican story and an article describing elementary to middle school transitioning. Two book chapters authored by Center personnel, each focusing on assessment, are forthcoming. Finally, presentations have been made by Center personnel at regional and national conferences and meetings.

Many additional dissemination activities are underway. Examples of these activities follow. As an outcome of the 1996 Curriculum Institute, a two-page preliminary document that will assist teachers in implementing the standards in their classrooms is being prepared. It will be followed by a more extensive final document to be published in 1997. Participants from the 1996 Culture and Children's Literature Institute are developing curriculum units that will be pilot tested in Fall 1996, reviewed and edited in Spring 1997 by Center personnel, and published later in 1997. Center personnel will also continue to make presentations and seek publications at the national level throughout the year.

Goal-Setting Activity

The purpose of the goal-setting activity was to expand the impact of the Institute in the professional lives of the participants of the 1995 summer Institutes, their students, and to a broader professional community. Detailed information about the types of goals developed and their progress toward them is presented below.

Teacher Educator Partnership Participant Goal-Setting

Participants of the 1995 Teacher Partnership Institute were invited to develop personal goals that would aid in the advancement of foreign language education. About half developed goals and reported their progress toward achieving them. Many of the respondents wrote goals that pertained to several themes, including developing new curriculum and program models, assessment, integration of language and technology in the classroom, appreciation for culture, and increasing student participation in foreign language education.

Another wide spread theme was that of advocacy. Many Institute participants wanted to share characteristics of successful foreign language programs locally, nationally, and internationally. Some planned on writing proposals for grants to implement educational strategies in their schools or conduct research studies; others wished to provide expertise and share experiences as members of committees and organizations. They wanted increased contact with foreign language professionals in their schools, as well as increased foreign language activity.

Finally, some respondents hoped to see increased networking in schools and an increased use of E-mail and technology by both teachers and students. Some planned on teaching courses, presenting workshops, and offering programs to young people.

A high percentage of the goals were met. In cases where goals were not met, the Institute participants remained motivated to pursue them.

New Technology Institute Participant Goal-Setting

The goals that participants of the 1995 New Technology Institute were invited to develop focused on the advancement of foreign language education and technology. Forty-five percent of the participants developed goals, and all but 2 of those reported on their accomplishments.

Their goals included a variety of activities ranging from offering workshops to developing new curricula. A common goal was increasing the use of technologies, such as electronic mail, the Internet, and various computer programs in their schools. Institute participants wanted to implement computer technology into their classrooms or daily lives. They also stated their belief that it is necessary to change, write new curricula, and encourage increased understanding of cultures through activities such as international student projects. Teachers set goals that focused on connecting more school districts to the World Wide Web and on becoming more knowledgeable about a wide variety of software and Internet programs. Finally, Institute participants wrote goals that encourage learning and sharing knowledge of

foreign language and technology through workshops, committee membership, conferences, classes, and literature.

Like the participants of the Teacher Educator Partnership Institute, a high percentage accomplished their goals. In cases where they were not met, participants continue to strive toward achieving their goals.

Summary and Discussion

The activities of the second 16 months at the National K-12 Foreign Language Resource Center were positive and successful. Specific activities included conducting four summer institutes with 98 foreign language educators from across the nation, involving 26 teachers and researchers in a collaborative effort with the Center for Applied Linguistics in researching assessment practices and techniques in foreign language classrooms, continuing post-institute and post-workshop contact with participants through their collaborative projects and goal-setting activities, continuing to train and encourage foreign language teachers to use technology in the foreign language classroom, and widely disseminating information to foreign language professionals through publications and presentations. The goals of training teachers in the use of effective teaching strategies, development and interpretation of foreign language assessments, and the use of new technologies and their related objectives were met.

Foreign language teachers in grades kindergarten through twelve (K-12) and teacher educators directly benefited from the knowledge, skills, and resources provided through their experiences with the Center, as shown, in part, by consistently high evaluation ratings. In those Institutes that focused on learning experiences, participants believed that they had improved their understanding of the content presented in the Institutes. In addition to positive overall ratings, all aspects of the Institutes and workshop received ratings that were above average to excellent. Suggestions for improvement included lengthening the Institutes and allowing more time for interacting with other participants and exploring new ideas and

materials. Further, they suggested that receiving a reading list and reading materials prior to the Institute would help them be better prepared for learning activities and make better use of their time at the Institute.

As part of their continuing outreach activities, the participants of the two 1995 Institutes reported that they had made approximately 73 presentations to over 2140 other teachers and professional colleagues, school administrators, foreign language associations, parent groups, and student teachers in their school districts, at inservice sessions, and at local, state, regional, national, and international conferences during the 1995-96 academic year. Center activities also indirectly affected many other K-12 foreign language teachers, local school administrators, teacher educators, and community members, as Institute participants informally shared their experiences and knowledge gained at the Institute.

A key result from all the Institutes was the decreased feelings of isolation and increased communication and networking among the foreign language teachers who participated. The opportunity to interact and share ideas with other participants who were interested in foreign language was greatly appreciated. As a result of training at the Institutes and improved access to electronic communications, they are using E-mail to communicate with each other and the Center. They are working collaboratively on projects and disseminating information about foreign language to others. Many Institute participants noted their advocacy efforts for foreign language and work to increase student foreign language participation through the development of new curricula and use of technology.

During the funding period from June 1, 1995 to September 30, 1996, the National K-12 Foreign Language Resource Center continued to make great strides in achieving its goals. Participants indicated that Center activities both during and following the Institutes have been useful and important in their professional lives. They have been diligent in implementing their new skills in their classrooms, while sharing information from the Institutes with broad and diverse populations.

Appendix A

Evaluation Plan

National K-12 Language Resource Center

Evaluation Plan

Evaluation of the activities of the National K-12 Language Resource Center is based on the goals and objectives of the Center and the impact of the activities on the target audiences. The focus of the evaluation is on assessing the degree to which the goals are accomplished. The goals and objectives, projects, and organizational structure have been designed to reflect the Center's overall purpose of contributing to the knowledge base, skills, and resources of foreign language teachers in grades kindergarten through twelve (K-12). The evaluation will consider the resources, techniques, procedures, and strategies employed to accomplish the goals and objectives. Assessments of the effectiveness and efficiency of the Center will provide information by which accurate judgments can be made about the strengths and weaknesses of operations and of program impact.

The evaluation provides (1) input from the teachers and participants in the activities related to the Center's initiatives and (2) an assessment of the status of Center activities. Needs assessments, formative evaluation, and summative evaluation are components of the conceptual and operational evaluation framework. The evaluation plan utilizes both quantitative and qualitative methods to measure Center initiatives and participant attitudes and knowledge. The measures include documents, data from records, data from survey instruments, products (e.g., manuals, publications, videotapes, logs of e-mail use), and observations. While quantifiable measures are a significant component of the evaluation plan, there are also plans for interviewing participants in the initial activities to allow them to express concerns and opinions through both formal and informal measures.

The formative evaluation results will be of immediate use to those involved in administering the Center and carrying out its initiatives. The information collected through this internal evaluation will be included as a part of the summative evaluation activities that will be completed each funding period.

Summary of the Evaluation Plan for Initiative 1: Training Teachers in the Use of Effective Teaching Strategies

Goal	Outcome	Benefits	Formative	Summative
Teacher Educator Partnership Institute	Content of teacher educators' methods courses change to provide quality pre-service teacher preparation for the K-8 level.	Improved performance of pre-service and in-service teachers in the K-12 classroom; Increased opportunities for K-12 students to learn a foreign language in a long, articulated sequence; Teacher educators and classroom teachers communicate and access sources of information through national computer networks.	Needs assessment and corresponding evaluation of the institute; Content related pre/post assessment; Follow-up survey of participants; Journal entries of partners; Tape recorded practice teaching sessions.	Summaries of partnership projects.
Curriculum Institute	Enhancement of K-12 teacher's ability to design and evaluate a quality K-12 foreign language curriculum.	Increased opportunities for K-12 students to learn a foreign language in a long, articulated sequence; Model K-12 foreign language curricula are available throughout nation; Classroom teachers communicate and access sources of information through national computer networks.	Needs assessment and corresponding evaluation of the institute; Follow-up survey of participants; Instances and content analysis of E-mail correspondence.	Number and instances participants present to others; Number of articles published, prototype designs etc. that come out of the institute.
Authentic Literature Institute	Enhancement of K-12 teachers' strategies for teaching authentic literature.	Model teaching strategies for authentic literature are available throughout nation.	Needs assessment and corresponding evaluation of the institute; Content related pre/post assessment; Follow-up survey of participants; Instances and content of E-mail correspondence.	Number and instances participants present to others (local, state, regional); Compilation and use of preliminary planning units based on children's literature.
Culture Institute	Enhancement of K-12 teachers' strategies for culture and modern technologies.	Model teaching strategies for culture are available throughout nation; Classroom teachers communicate and access sources of information through national computer networks.	Needs assessment and corresponding evaluation of the institute; Content related pre/post assessment; Follow-up survey of participants; Instances and content of E-mail correspondence.	Number and instances participants present to others; Development and use of activities and materials.

BEST COPY AVAILABLE

Action Plan for Initiative 1:
Training Teachers in the Use of Effective Teaching Strategies

Activity/Participants	Measure	Who	When
Teacher Educator Partnership Institute	Needs assessment	Center for Applied Linguistics	Completed
Teacher educators	Content related pre/post assessment	RISE	Prior to and at conclusion of institute
K-8 teachers	Institute evaluation	RISE	At conclusion of institute
	Follow-up survey of participants	RISE	Nine months following institute
	Products/Activities:	Center staff	Ongoing
	•Journal entries and documentation of partnership projects		
	•Tape recorded practice teaching sessions		
Curriculum Institute	Needs assessment	RISE	Prior to institute
K-12 teachers	Institute evaluation	RISE	At conclusion of institute
	Follow-up survey of participants	RISE	Nine months following institute
	E-mail communications	Center staff	Ongoing
	Products/Activities:	Center staff	Ongoing
	•Presentations to others		
	•Subsequent research		
Authentic Literature Institute	Needs assessment	RISE	Prior to institute
K-12 teachers	Content related pre/post assessment	RISE	Prior to and at conclusion of institute
	Institute evaluation	RISE	At conclusion of institute
	Follow-up survey of participants	RISE	Nine months following institute
	E-mail communications	Center staff	Ongoing
	Products/Activities:	Center staff	Ongoing
	•Presentations to others		
	•Units		
Culture Institute	Needs assessment	RISE	Prior to institute
K-12 teachers	Content related pre/post assessment	RISE	Prior to and at conclusion of institute
	Institute evaluation	RISE	At conclusion of institute
	Follow-up survey of participants	RISE	Nine months following institute
	E-mail communications	Center staff	Ongoing
	Products/Activities:	Center staff	Ongoing
	•Presentations to others		
	•Activities and materials		

Summary of the Evaluation Plan for Initiative 2: Training Teachers in Administration and Interpretation of Foreign Language Performance Assessment

Goal	Outcome	Benefits	Formative	Summative
Assessment Guidelines and Strategies Workshop	Improve the ability of K-12 teachers to assess their own students.	K-12 teachers effectively employ alternative assessments of students' performance.	Workshop evaluation; Teacher self evaluation and dialogue journals; Summary of the workshop proceedings.	Follow up survey of participants to assess the extent to which they incorporate authentic assessments into their classes, with questions based on review of journals.
Annotated Assessment Bibliography Preparation	Publish annotated bibliography of standardized tests and authentic assessment tools.	Resources for K-12 foreign language teachers on assessment tools made accessible.	Development tasks completed according to specified timelines.	Annotated bibliography published.
Foreign Language Standards Assessment Workshop	Develop ability of K-12 teachers to assess their students' achievement of national foreign language standards.	Model assessment of student achievement of national foreign language standards.	Workshop evaluation; Summary of workshop proceedings; Proposed guidelines and strategies.	Student outcomes, expected level of performance at various developmental stages for grades 4 and 8; Strategies to be used to meet the outcomes.
Foreign Language Assessment Guidelines Preparation	Publish guidelines for assessment of student achievement based on national foreign language standards.	Guidelines for K-12 foreign language teachers on assessment procedures related to national foreign language standards made available.	Reports of results of pilot testing in classroom; Completing initial draft, pilot testing, and final draft according to specified timelines.	Guidelines published by National K-12 Language Resources Center; Presentations and other publications.

BEST COPY AVAILABLE

May 10, 1994

Action Plan for Initiative 2:
Training Teachers in Administration and Interpretation of Foreign Language Performance Assessment

Activity/Participants	Measure	Who	When
Assessment Guidelines and Strategies Workshop K-8 teachers Researcher/collaborators	Workshop evaluation Follow-up survey of participants Products/Activities: •Teacher self evaluation and dialogue journals •Summary of workshop proceedings	RISE/Center for Applied Linguistics RISE Center staff	At conclusion of workshop Six months following workshop Ongoing
Annotated Assessment Bibliography Preparation Center consultants	Products/Activities: •Development of annotated bibliography	Center staff	To be completed in 1995
Foreign Language Standards Assessment Workshop K-8 teachers Researcher/collaborators	Workshop evaluation Follow-up survey of participants Products/Activities: •Summary of workshop proceedings •Guidelines/sample assessment strategies •Student outcomes for grades 4 and 8	RISE/Center for Applied Linguistics RISE Center staff	At conclusion of workshop Six months following workshop Ongoing
Foreign Language Assessment Guidelines Preparation Center consultants	Products/Activities: •Development of guidelines •Reports of results of pilot testing •Publication/dissemination of guidelines •Presentations by project staff	Center staff	To be completed in 1996

Summary of the Evaluation Plan for Initiative 3: Training Teachers in the Use of New Technologies

Goal	Outcome	Benefits	Formative	Summative
New Technologies in the Foreign Language Classroom Institute	Develop the ability of K-12 teachers to use telecommunications networks for communication and to access information; Improve ability of K-12 teachers to successfully integrate new technologies into regular foreign language instruction; Develop ability of K-12 teachers to use various telecommunications technologies as a pedagogical tool to enhance foreign language skills in reading, writing, and cultural understanding.	Develop a knowledge base and skill in use of new technologies, particularly telecommunications, among K-12 foreign language teachers; Encourage effective use of new technologies in K-12 classrooms.	Needs assessment and corresponding evaluation of the institute; Content related pre/post assessment; Attitude about computers; Content of E-mail transmissions.	Lesson plans and other materials developed as part of the institute; International networks between participants and teachers in other countries; Prototype unit of study in the target language with objectives and activities for international exchange.
Interactive Multimedia Authoring Institute	Develop ability of K-12 teachers to author interactive multimedia lessons using Hypercard with existing videodisks of CD-ROM (CD-I) in foreign languages.	Encourage students' reading and writing skills and cultural understandings through multi-media.	Needs assessment and corresponding evaluation of the institute; Content related pre/post assessment; Attitude about computers; Results of participant ratings of existing software; Preliminary Hypercard lesson.	Hypercard final projects; Publications and presentations.

Action Plan for Initiative 3:
Training Teachers in the Use of New Technologies

Activity/Participants	Measures	Who	When
New Technologies in the Foreign Language Classroom Institute K-12 teachers	Needs assessment	RISE	Prior to institute
	Content related pre/post assessment	RISE	Prior to and at conclusion of institute
	Computer anxiety questionnaire	RISE	Prior to institute
	Institute evaluation	RISE	At conclusion of institute
	Follow-up survey of participants	RISE	Nine months following institute
	E-mail communications	Center staff	Ongoing
	Products/Activities:	Center staff	Ongoing
	•Establish networking project		
	•Units		
Interactive Multimedia Authoring Institute K-12 teachers	Needs assessment	RISE	Prior to institute
	Content related pre/post assessment	RISE	Prior to and at conclusion of institute
	Computer anxiety questionnaire	RISE	Prior to institute
	Institute evaluation	RISE	At conclusion of institute
	Follow-up survey of participants	RISE	Nine months following institute
	E-mail communications	Center staff	Ongoing
	Products/Activities:	Center staff	Ongoing
	•Results of participant ratings of software		
	•Hypercard lesson		
	•Presentations to others		

BEST COPY AVAILABLE

Appendix B

Evaluation Instruments

National K-12 Foreign Language Center
1995 Teacher Educator Partnership Institute

Respondent's name _____
(This is for our organizational purposes only. Your name will remain confidential.)

We are interested in your perceptions of your understanding of the topic areas that were covered in this summer's Teacher Educator Partnership Institute. Please use the following categories to indicate the extent to which you now understand the information. Circle the corresponding number.

1 = No understanding
2 = Understand basic concepts and techniques
3 = Understand basic concepts and techniques and feel comfortable experimenting with their application
4 = Am quite comfortable with applying the concepts and techniques
NA = Topic not covered in the institute

History and rationale for elementary and school foreign language programs	1	2	3	4	NA
Program models: Emphasis on FLES and Immersion	1	2	3	4	NA
Program planning	1	2	3	4	NA
Program implementation	1	2	3	4	NA
Program evaluation	1	2	3	4	NA
Articulation	1	2	3	4	NA
Second language acquisition	1	2	3	4	NA
Child development theories (e.g., Piaget, Kieran Egan, information-processing perspectives)	1	2	3	4	NA
Developing language skills in listening	1	2	3	4	NA
Developing language skills in speaking	1	2	3	4	NA
Developing language skills in reading	1	2	3	4	NA

1 = No understanding
2 = Understand basic concepts and techniques
3 = Understand basic concepts and techniques and feel comfortable experimenting with their application
4 = Am quite comfortable with applying the concepts and techniques
NA = Topic not covered in the institute

Developing language skills in writing	1	2	3	4	NA
Developing language skills in interactive writing: Dialogue journals	1	2	3	4	NA
Integrating with the elementary school curriculum/ subject content instruction	1	2	3	4	NA
Teaching culture and global education	1	2	3	4	NA
Principles and processes for curriculum development	1	2	3	4	NA
Issues and strategies in alternative assessment	1	2	3	4	NA
Uses of technology for teachers and students	1	2	3	4	NA
Knowledge of available language assessment instruments: K-6	1	2	3	4	NA
Specific strategies for the classroom: Activities and games, use of music and songs, rhymes and chants	1	2	3	4	NA
Partner and small group work	1	2	3	4	NA
Working with parents and parent groups	1	2	3	4	NA

Thank you for completing this survey. Please return it with your evaluation sheet.

National K-12 Foreign Language Center
Culture and Children's Literature Institute

Respondent's name _____
(This is for our organizational purposes only. Your name will remain confidential.)

Check one: _____ French Group _____ Spanish Group

Please tell us what you know about the topics addressed in this summer's Culture and Children's Literature Institute. Please respond about Mexico, if you are in the Spanish group, and France, if you are in the French group. Use the following categories to indicate the extent to which you now understand the topic or teaching technique. Circle the corresponding number. If the topic was not covered in the institute, please circle the na.

1 = No understanding
2 = Understand basic concepts and techniques
3 = Understand basic concepts and techniques and feel comfortable experimenting with their application
4 = Am quite comfortable with applying the concepts and techniques
na = Not applicable. This topic was not covered in the institute.

Knowledge of the geography of France/Mexico	1	2	3	4	na
Knowledge of the history of France/Mexico	1	2	3	4	na
Knowledge of the indigenous cultures of Mexico					
The Mayas	1	2	3	4	na
The Aztecs	1	2	3	4	na
Knowledge of contemporary cultures of France/Mexico					
Daily Life	1	2	3	4	na
Education	1	2	3	4	na
Celebrations	1	2	3	4	na
Social Conventions and Communication	1	2	3	4	na
Other _____	1	2	3	4	na

1 = No understanding
2 = Understand basic concepts and techniques
3 = Understand basic concepts and techniques and feel comfortable experimenting with their application
4 = Am quite comfortable with applying the concepts and techniques
na = Not applicable. This topic was not covered in the institute.

Techniques for teaching using thematic curriculum units that integrate language, content and culture	1	2	3	4	na
Techniques for using folklore (games, songs, chants, rhymes) in the classroom	1	2	3	4	na
Techniques for using children's stories in the classroom	1	2	3	4	na
Techniques for using poetry in the classroom	1	2	3	4	na
Techniques for using storytelling in the classroom	1	2	3	4	na
Techniques for teaching reading	1	2	3	4	na
Techniques for teaching writing	1	2	3	4	na
Pair work techniques	1	2	3	4	na
Cooperative learning (small group) techniques	1	2	3	4	na
The development of thematic curriculum units that integrate language, content and culture	1	2	3	4	na
The uses of e-mail for teachers	1	2	3	4	na
The uses of e-mail for students	1	2	3	4	na
The uses of the World Wide Web for teachers	1	2	3	4	na
The uses of the World Wide Web for students	1	2	3	4	na

Thank you for completing this survey.

National K-12 Foreign Language Center
New Technologies in the Foreign Language Classroom Institute

Respondent's name _____
(This is for our organizational purposes only. Your name will remain confidential.)

We are interested in your perceptions of your understanding of the topic areas that are likely to be covered in this summer's Teacher Educator Partnership Institute. Please use the following categories to indicate the extent to which you understand the information. Circle the corresponding number.

1 = *No understanding*
2 = *Understand basic concepts and techniques*
3 = *Understand basic concepts and techniques and feel comfortable experimenting with their application*
4 = *Am quite comfortable with applying the concepts and techniques*

Computer assisted instruction	1	2	3	4
Knowledge and use of foreign language software	1	2	3	4
Selection of appropriate software	1	2	3	4
Satellite programs	1	2	3	4
Distance learning courses	1	2	3	4
Multimedia platforms	1	2	3	4
Local and wide area networks	1	2	3	4
Telecommunications hardware and software	1	2	3	4
How to send and receive e-mail	1	2	3	4
Teleconferencing	1	2	3	4
FTP	1	2	3	4
America Online	1	2	3	4

Over

1 = No understanding
2 = Understand basic concepts and techniques
3 = Understand basic concepts and techniques and feel comfortable experimenting with their application
4 = Am quite comfortable with applying the concepts and techniques

Internet access services	1	2	3	4
Minitel	1	2	3	4
Gopher	1	2	3	4
World Wide Web	1	2	3	4
Bulletin boards	1	2	3	4
Newsgroups	1	2	3	4
Listservs	1	2	3	4
Educational use of e-mail	1	2	3	4
Planning telecommunications lessons	1	2	3	4
Setting up sister schools networking connections	1	2	3	4

Thank you for completing this survey. Please return it in the enclosed envelope. We look forward to seeing you at the Institute in August.

National K-12 Foreign Language Center
1995 Teacher Educator Partnership Institute
Evaluation

Please use the following 5 point scale to evaluate the Institute. Circle the number that corresponds to your rating.

1 = Poor
2 = Below Average
3 = Average
4 = Above Average
5 = Excellent

1. Clarity of institute objectives	1	2	3	4	5
2. Organization of the institute	1	2	3	4	5
3. Effective use of time	1	2	3	4	5
4. Applicability of information	1	2	3	4	5
5. Electronic mail training	1	2	3	4	5
6. Technology information	1	2	3	4	5
7. Effectiveness of the institute leaders(s)	1	2	3	4	5
8. Overall rating of the institute	1	2	3	4	5

Please indicate which aspects of the children's Spanish demonstration class were most useful to you and explain why.

Please provide suggestions for improving the children's Spanish demonstration class.

Please indicate which aspects of the Institute were most useful to you and explain why.

Please provide suggestions for improving the Institute.

Other comments about the Institute.

Are you a teacher ____ or a teacher educator ____ ?

Thank you for your feedback.

National K-12 Foreign Language Center
1996 Institute on Culture and Children's Literature

Spanish group ____ **French group** ____

Please use the following 5 point scale to evaluate the Institute. Circle the number that corresponds to your rating.

1 = Poor
2 = Below Average
3 = Average
4 = Above Average
5 = Excellent

1.	France sessions	1	2	3	4	5
2.	Mexico sessions	1	2	3	4	5
3.	Culture sessions	1	2	3	4	5
4.	Children's literature sessions	1	2	3	4	5
5.	Reading/writing sessions	1	2	3	4	5
6.	Storytelling sessions	1	2	3	4	5
7.	Electronic mail sessions	1	2	3	4	5
8.	World Wide Web sessions	1	2	3	4	5
9.	Keeping and sharing journals	1	2	3	4	5
10.	Effectiveness of the institute leaders(s) (respond by language--Lorenz or Haas)	1	2	3	4	5
11.	Clarity of institute objectives	1	2	3	4	5
12.	Organization of the institute	1	2	3	4	5
13.	Effective use of time	1	2	3	4	5
14.	Applicability of information	1	2	3	4	5
15.	Overall rating of the institute	1	2	3	4	5

Please indicate which aspects of the Mexico/France culture, children's literature and reading/writing sessions were most useful to you and explain why.

Please list 3 things you learned at the institute that you think you can put into practice in your classroom immediately.

Please share 2-4 reflections from your journal.

Please provide suggestions for improving the Institute.

Other comments about the Institute.

National K-12 Foreign Language Center
1995 New Technologies in the Foreign Language Classroom Institute
Evaluation

Please use the following 5 point scale to evaluate the Institute. Circle the number that corresponds to your rating.

1 = Poor
2 = Below Average
3 = Average
4 = Above Average
5 = Excellent

1. Clarity of institute objectives	1	2	3	4	5
2. Organization of the institute	1	2	3	4	5
3. Effective use of time	1	2	3	4	5
4. Applicability of information	1	2	3	4	5
5. Information on setting up networking connections	1	2	3	4	5
6. Information on educational uses of email	1	2	3	4	5
7. Information on foreign language software	1	2	3	4	5
8. Effectiveness of the institute leaders(s)	1	2	3	4	5
9. Overall rating of the institute	1	2	3	4	5

Please indicate which aspects of the Institute were most useful to you and explain why.

OVER

Please provide suggestions for improving the Institute.

Other comments about the Institute.

Thank you for your feedback.

Follow-up Survey of National K-12 Foreign Language Center Institute Participants

The Research Institute for Studies in Education (RISE) is completing the evaluation of Center activities for this year. The majority of participants are receiving and completing this survey via email. Because we don't have an email address for you, but still need your input, we are sending you a paper version of the survey.

If you do have an email address and would like to answer electronically, please let us know (moran@iastate.edu or fax at 515-294-9284) and we will email you a copy of the survey.

If you respond by paper, please complete this paper version of the survey and mail in the enclosed pre-paid envelope or fax by May 20.

Which institute did you attend?

☐ Teacher Educator Partnership
☐ New Technologies in the Foreign Language Classroom

1. The amount of communication I have with Institute Leader(s) is

   too little ☐ about right ☐ too much ☐

2. The amount of communication I have with other participants is

   too little ☐ about right ☐ too much ☐

Indicate your level of agreement with the following statements (questions 3-8). Use the scale below. If you answer 1, 2, or 3 (some level of disagreement) for any of these questions, please use the final question of the survey to elaborate.

1= strongly disagree
2= disagree
3= somewhat disagree
4= somewhat agree
5= agree
6= strongly agree

3.	My communication with Institute Leader(s) was useful.	1	2	3	4	5	6
4.	My communication with other participants was useful.	1	2	3	4	5	6
5.	The Center has been a valuable source of materials and information throughout the school year.	1	2	3	4	5	6
6.	Institute leader(s) have been supportive of my teaching efforts throughout the school year.	1	2	3	4	5	6
7.	The skills and information I gained from the institute have been useful to me professionally.	1	2	3	4	5	6
8.	The contacts I made at the institute have been useful to me professionally.	1	2	3	4	5	6

Please complete the other side ➡

9. How have you changed your teaching as a result of this past year's experience with the National K-12 Foreign Language Center? Be specific.

Many of you have given formal presentations, demonstrations, and workshops relating to the institute you attended. The following questions ask you to describe those activities.

10a. How many presentations, demonstrations, and workshops have you given since the institute?

10b. Approximately how many people attended?

10c. Please describe the topics of your presentations.

10d. Describe the audiences and/or organizations presented to.

11. How have you informally shared information gained from the institute with colleagues, administrators, students, and the community?

12. Comments

Thank you for taking the time to respond.
Your answers will help improve Center activities

National K-12 Foreign Language Center
Assessment Workshop
Evaluation

Please use the following 5 point scale to evaluate the workshop. Place a check in the box that corresponds to your rating.

1 = Poor *2 = Below Average* *3 = Average* *4 = Above Average* *5 = Excellent*

	1	2	3	4	5
1. Clarity of workshop objectives					
2. Organization of the workshop					
3. Effective use of time					
4. Applicability of information					
5. Information on teachers' assessment activities					
6. Information on national foreign language standards					
7. Information on relating assessment to the standards					
8. Effectiveness of the workshop leader(s)					
9. Overall rating of the workshop					

Please indicate which aspects of the workshop were most useful to you and explain why.

OVER

Please provide suggestions for improving the workshop.

Other comments about the workshop.

Thank you for your feedback.